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ABSTRACT

North Carolina has established programs and projects designed to meet the special educational needs of the children of migratory workers and has coordinated them with similar agencies. The state migrant program's priorities are regular school term and summer projects for interstate and intrastate migrants; staff development activities; a migrant student record transfer system; migrant education center; mobile vocational instructional program; and services for students eligible under the former migratory provision (5-year migrants). During 1973, 6,114 migrant children were served. For the purpose of this evaluation, the state program was divided into regular school term projects, elementary summer projects, secondary summer projects, and state management. Thirty projects provided supplemental instruction and reinforcement (primarily for elementary children). Only limited supportive services were provided. This 1973 evaluation report contains a summary of these programs and projects, recommendations for improvement of community involvement, and program objectives and effectiveness. Changes in this evaluation, as compared to the 2 previous ones, include: more attention being given to regular school projects and increasing participation of the state staff in all phases of the evaluation. (NQ)

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1973 Migrant Education State Evaluation Report

Migrant Education Section
Division of Compensatory Education
Department of Public Instruction
North Carolina Department of Public Education

RC 007455

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MIGRANT EDUCATION

STATE EVALUATION REPORT

PREPARED BY:

MIGRANT EDUCATION SECTION
DIVISION OF COMPENSATORY EDUCATION
DEPARTMENT OF PUBLIC INSTRUCTION
NORTH CAROLINA DEPARTMENT OF PUBLIC EDUCATION

OCTOBER, 1973

PREFACE

This report is the result of planning which was begun shortly after the completion of the 1972 evaluation. This year information from the regular school term program was merged with the results of the summer projects.

The participation of the state migrant consultants in the preparation of reports was increased. This change and the decision to utilize the staff of the migrant office for typing and editing reduced the services needed from the Division of Research.

Another change was the decision to obtain student rather than project achievement test data.

Every effort was made to reduce the size of this report while maintaining the purposes of producing an evaluation which will contribute to project and program improvement while meeting Federal evaluation requirements.

A note of thanks should be tendered to Mr. Y. A. Taylor, Migrant Education, who graciously agreed to do "just a little bit more" on the evaluation whenever the request was made.

Special appreciation is expressed to Ellie Wren and Sharon Lawrence who would have completed this evaluation weeks ago if the writers would just stop revising many drafts and even some final copies.

John Bolton

November, 1973

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ABSTRACT

There are two major differences between the 1973 migrant education evaluation and previous evaluations. More attention was given to regular school projects in order to provide better balance in the final state report, and participation of the state migrant staff in all phases of the evaluation was increased with a consequent reduction in contractual research services.

North Carolina has adopted the eleven national objectives (page 1 and 2) as the basis for the state program. The essence of this evaluation is the use of LEA evaluations and reports, test data, on-site evaluations and monitoring results to compare performance with local and state objectives. Since project improvement remains a major purpose of evaluation, the practice of preparing an individual evaluation report for each of twenty-seven local projects was continued.

Migrant education is not the most popular school program in North Carolina. Consequently, much state direction and "encouragement" is needed. Regular school term migrant enrollments were more than tripled in 1972 when state consultants joined the LEA staffs in conducting surveys in counties considered likely to contain significant concentrations of migrants.

The priorities, in rank order, of the state migrant program are:

1. Summer projects for interstate and intrastate migrants.
2. Regular school term projects for interstate and intrastate migrants.
3. Staff development activities.
4. Migrant student record transfer system.
5. Migrant education center.
6. Mobile vocational instructional program.
7. Services for students eligible under the formerly migratory provision (five-year migrants).

These priorities are met through a process which includes the development of about 50 to 60 small individual projects each year. The major steps of this process include: identification and recruitment, proposal development and project operations. The state provides either formal or "partnership" inputs at each step. The virtual absence of full time, year-round LEA migrant directors often necessitates working with a "contact person" or proposal writer during the steps leading to project approval. Recruitment and a companion problem -- eligibility -- are and should be of prime concern to the state staff.

Staff development activities for migrant teachers are heavily dependent upon state initiative. Although a few LEAs provide for appropriate staff development activities, technical assistance is one of the responsibilities of the state consultants. The major staff development activity for the migrant teacher is the state conference which is held annually in early June. Due to timing as well as emphasis, this conference exerts considerably more influence upon summer personnel than the regular school term project staffs. It is recommended that the needs of regular term staff personnel be

given more emphasis if a specific training session cannot be held during the school year.

Interstate cooperation, though a legal mandate, is poorly developed in the North Carolina migrant program. Project representation at the Annual East Coast Migrant Education Conference and use of the record transfer system comprise most of the efforts in this area. It is recommended that other procedures be implemented in order to make the teacher aware of what their students are exposed to in other states.

For the purposes of this evaluation, the North Carolina program was divided into regular school term projects, elementary summer projects, secondary summer projects and state management. During the 1973 regular school term, enrollments reached 3,492. Less than one-fourth of this number were students eligible under the formerly migratory provision. Thirty projects provided supplemental instruction and reinforcement -- primarily for elementary-aged children. Only limited supportive services were provided. It was also noted that support from other agencies was less than that available to summer projects. Direct state instruction in automotive tune-up was provided for 330 students in seven projects.

All except one of the regular term projects provided direct instruction. Kinston City coordinated the delivery of available materials to classroom teachers. In the remaining projects, teachers or para-professionals (tutors/aides) were hired for supplementary individual or small group instruction in areas of deficiency. In about half of the projects the regular classroom teacher coordinated the instruction. The mandatory needs assessment and available offerings were considered in the selection of migrant offerings. All projects provided for some type of self-concept development. Language arts/reading is the most common academic offering, followed by mathematics.

With the exception of Washington County, all instruction was provided within the regular school day. Some tutoring was done within the classroom, but in most instances, the staff worked with a small group (5-7 students per period) in available school space. Lack of space was frequently cited as a project weakness. Tutors also commented on the time "lost" by commuting between schools.

The vast majority of the projects reported that their objective of gains in one or more cognitive areas had been reached. The test results shown in tables VII through XI and figure VII indicate that the average gains are considerably less than test norms and slightly below the average generally accepted for compensatory education students. Growth sheet results exhibit a similar pattern although the gains reported for 1973 are consistently higher than the test scores. It is recommended that use of the criterion approach be increased, that more state services be focused upon regular term programs and that the testing and evaluation component of these projects be strengthened.

Enrollments in summer projects was 2,622. This represents a decrease of 657 over the summer of 1972. All summer projects have the advantage of more resources and services from a variety of sources. Three projects which operated in 1972 were inoperative this year. Two were closed due to declining enrollments and one school unit chose not to participate in the program. In summer elementary projects a full days activities could be arranged to support cognitive improvement in a single area, e.g., reading. Although test scores are not available, the evidence gathered indicates that the projects appealed to most students and that many students made considerable gains in the area of emphasis. Generally, those projects judged as "best" were able to provide various types of evidence of gains. Several units added or improved diagnostic or criterion based instruction.

For the state as a whole, the most significant accomplishment was increased offerings and improved math instruction. Other progress noted was in the areas of community involvement and mechanics of project operation.

By the end of the summer all North Carolina secondary projects were operational at nights or on weekends when the migrant youth were not at work. Vocational instruction, crafts and similar manipulative offering have increased significantly. Sports and "counseling only" have been de-emphasized even though many projects find it advantageous to use sports as a reward or "trade-off" in order to increase participation in the more academic instruction through films, slides, and other media. Reading and writing rooms are also used. Most projects were more successful with vocational studies than other forms of instruction.

State management responsibilities extended from the rather difficult tasks of opening the project and stimulating enrollments through evaluation. In the area of evaluation it is recommended that more local responsibility be developed. State instructional inputs included project development, technical assistance, staff development and the operation and functions of the migrant education center at Grifton.

It would seem that current administrative concerns should be opening new projects, effective monitoring, use of materials for curriculum improvement, and the strengthening of inservice for both teachers and the state consultants. Specific recommendations may be found on pages 49 through 52 of this report.

CHAPTER I

INTRODUCTION

North Carolina's agricultural economy is dependent in part upon migrant and seasonal farmworkers. These families and individuals move from crop to crop and farm to farm in order to find employment in the harvest of agricultural products. Using educational definitions, those who move within the state are intrastate migrants and those who follow the crop harvests across state lines, often moving long distances up or down the Atlantic coast, are interstate migrants. The latter generally move north in the spring and summer and work their way back to their "home-base" in the fall and winter.

According to data gathered in the summer of 1973, there were concentrations of intrastate migrants in Bertie, Columbus, Halifax, Harnett, Northampton, Pasquotank, Robeson and Wake counties. Home-base for the interstate migrants who worked in North Carolina included Alabama, California, Colorado, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Michigan, Mississippi, New Jersey, New Mexico, New York, Ohio, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, District of Columbia, and Wisconsin. The greatest numbers of these interstate migrants came to North Carolina from Florida, Mississippi, South Carolina and Virginia (See Figure VI).

Since the movement of migrant families causes the education of the children in those families to be interrupted, the Federal government has enacted legislation to assist in providing compensatory educational programs. Funds were appropriated "to establish programs and projects which are designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states."

In its efforts to carry out the above legislative mandate, the State Migrant Education Section has adopted a set of objectives, established its priorities and developed administrative guidelines to assist the local educational agencies in providing services to eligible migrant children.

STATE OBJECTIVES

In developing projects at the local level, each LEA is free to establish its own project objectives, but is held responsible for upholding the spirit of each State objective as follows:

INSTRUCTIONAL SERVICES

1. Provide the opportunity for each migrant child to improve communications skills necessary for varying situations.

2. Provide the migrant child with preschool and kindergarten experiences geared to his psychological and physiological development that will prepare him to function successfully.

3. Provide specifically designed programs in the academic disciplines (language arts, math, social studies, and other academic endeavors) that will increase the migrant child's capabilities to function at a level concomitant with his potential.

4. Provide specially designed activities which will increase the migrant child's social growth, positive self-concept, and group interaction skills.

5. Provide programs that will improve the academic skill, pre-vocational orientation, and vocational skill training for older migrant children.

6. Implement programs, utilizing every available Federal, State, and local resource through coordinated funding, in order to improve mutual understanding and appreciation of cultural differences among children.

SUPPORTING SERVICES

7. Develop in each program a component of intrastate and interstate communications for exchange of student records, methods, concepts, materials to assure that sequence and continuity will be an inherent part of the migrant child's total educational program.

8. Develop communications involving the school, the community and its agencies, and the target group to insure coordination of all available resources for the benefit of migrant children.

9. Provide for the migrant child's physical and mental well-being by including dental, medical, nutritional, and psychological services.

10. Provide a program of home-school coordination which establishes relationships between the project staff and the clientele served in order to improve the effectiveness of migrant programs and the process of parental reinforcement of student effort.

11. Increase staff self-awareness of their personal biases and possible prejudices, and upgrade their skills for teaching migrant children by conducting inservice and preservice workshops.

PRIORITIES OF THE STATE PROGRAM

The priorities of the State Migrant Education Program are listed in order as follows:

1. Summer programs for interstate and intrastate migrants

2. Regular school term programs for interstate and intrastate migrants

3. Staff development activities

4. Migrant Student Record Transfer System

5. Migrant Education Center

6. Mobile vocational instructional program

7. Services for students eligible under the formerly migratory provision (Five-year migrants).

IDENTIFICATION OF MIGRATORY CHILDREN

Three categories of children are eligible for services provided by migrant education programs in North Carolina. They are:

Interstate Migrant - A child who has moved with a parent or guardian within the past year across state boundaries in order that the parent, guardian or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Intrastate Migrant - A child who has moved with a parent or guardian within the past year across school district boundaries within a state in order that a parent, guardian, or member of his immediate family might secure temporary or seasonal employment in agriculture or in related food processing activities.

Formerly Migratory (Five-Year Migrant) - A child who has been an interstate or intrastate migrant as defined above but who, along with his parent or guardian, has ceased to migrate within the last five years and now resides in an area in which a program for migratory children is provided.

Since state priorities under Public Law 89-750 are directed to programs for interstate and intrastate migratory children who are deprived the opportunity of a full school term, projects under this law cannot be designed and funded for children in the five-year eligibility category. It should be emphasized that the only purpose of extending the eligibility period for five years was to admit formerly migratory children, with the concurrence of their parents, into an established program and to provide children already in the program with continued services after they have ceased to migrate. For its summer migrant education program, North Carolina limited the number of participants in this category to approximately 25% of the total enrollment in any one project.

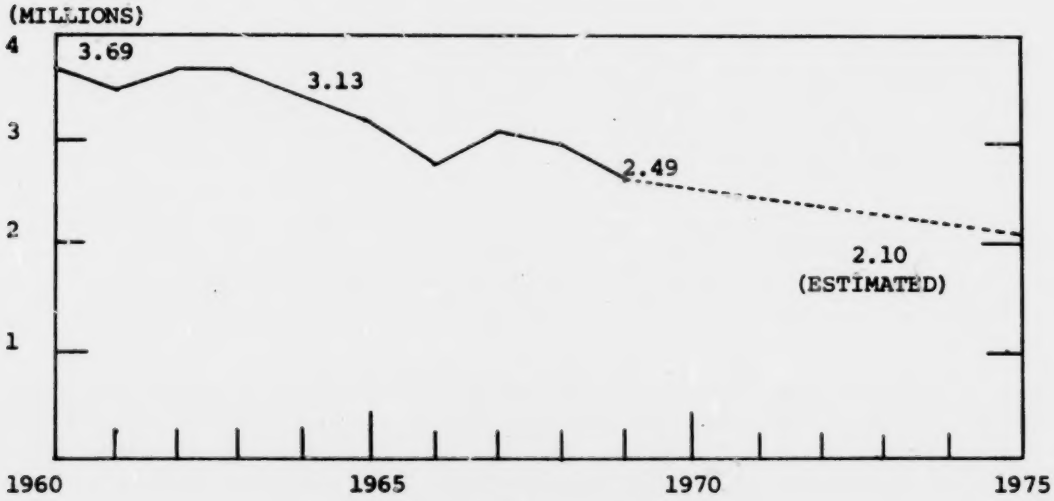
The number of persons employed in farm work and the need for interstate farm labor has shown a decrease over the past several years. Statistics from the U. S. Department of Labor and Agriculture point out this trend very graphically. This trend has been brought about in part by the low average annual wages received for seasonal farm work. A report issued in 1971 by the Manpower Evaluation and Development Institute quoted by the U. S. Controller General in his report to Congress indicated that in 1970 the average family income for migrant and other seasonal farmworkers was $2,021.

Other factors affecting the decreasing trend in farm workers and migrant farm labor are the increased use of mechanical harvesters, the consolidation of small farms and the increased use of available local labor. Trends in farm labor needs through 1975 are indicated by the graphs on the following page.

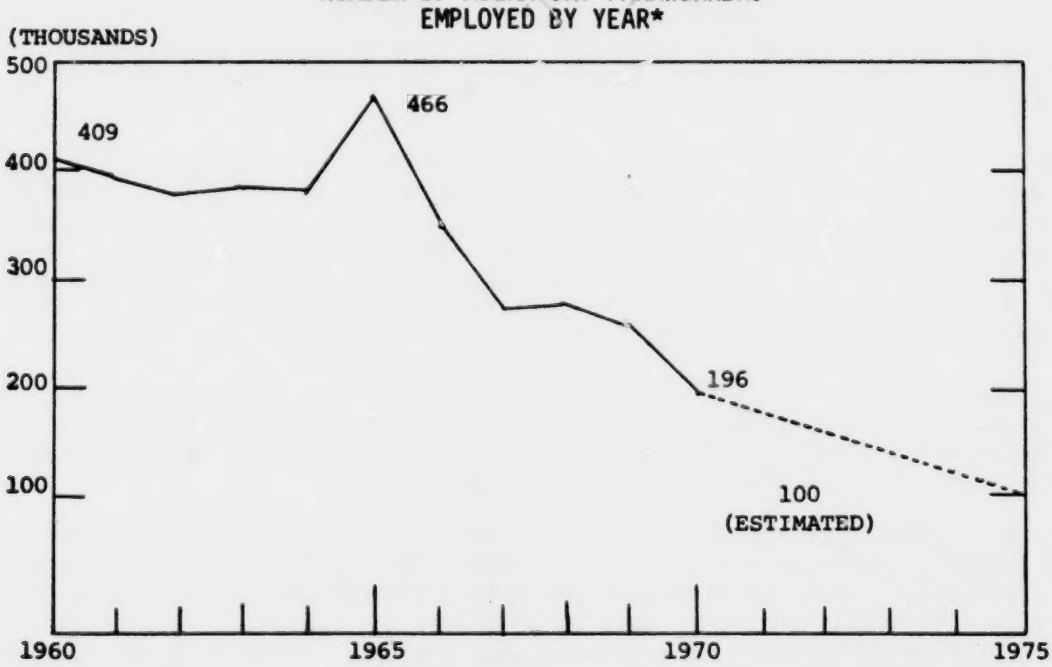
Prior to the beginning of the 1972-73 school term and again before the beginning of the 1973 summer migrant projects, the local educational agencies having or expecting an influx of migrant children made a survey within the LEA and gathered data from available sources within the local unit to determine the number of eligible migrant children who might be enrolled in an educational program. After this information was compiled, a consultant from the Migrant Education Section met with LEA personnel and assisted in developing the project proposals to be carried out by the local unit

Figure III indicates that these surveys were effective in identifying eligible migrant students who were enrolled in the school units having migrant projects. The State migrant consultants worked cooperatively with other units in conducting "initial surveys." Many of these initials surveys resulted in the opening of new programs. (Regular term programs have increased from 15 in 1970 to 30 in the current year). Other surveys have been less fruitful.

NUMBER OF FARMWORKERS
EMPLOYED BY YEAR



NUMBER OF MIGRATORY FARMWORKERS
EMPLOYED BY YEAR*



*Prepared from statistics furnished by the Department of Agriculture and the Department of Labor.

Recruitment for summer projects requires different considerations. Adequate time and travel and an agressive school employee seem to be key ingredients. In many projects the Rural Manpower Service representative is quite helpful. It should be recognized, however, that in North Carolina many eligible migrants are not associated with crews which are registered with the Rural Manpower Service. In these cases a knowledge of the county is most helpful. Since there are no guarantees that excellent recruitment will result in enrollments, it is necessary to emphasize recruitment on all occasions.

PROGRAM DEVELOPMENT

Regular school term projects were developed so that they would supplement the services which were available to the migrant children from the regular state supported school operations, local sources and other Federal programs. Activities were planned to meet the special needs of the migrant children which were not met through these other efforts or which were being met only partially.

Summer projects for migrant children were generally the only ones in operation in the LEA and therefore were planned so that they could be focused directly on the most urgent needs of the migrant children. They emphasized language arts and mathematics in the academic area but were also oriented toward enrichment, development of positive self-image and the improvement of physical health and emotional maturity.

Following the surveys conducted by the local educational agencies, the State consultants and a program planning team from the LEA cooperatively developed the details of the migrant education project to be initiated. The program activities were based upon an assessment of the needs of the migrant children identified, programs already in operation in the LEA which had a bearing upon these needs and availability of personnel to conduct a successful project. Objectives for each project were developed and the impact of the migrant education project could be determined.

Development of the project application included consideration of evaluation design and plans for disseminating project information.

After the project activities and project budget were developed, the application was submitted to the State Migrant Office where it was reviewed by the fiscal affairs section and an educational reviewing committee. Modifications were made if necessary and the applications were approved and funded. The project review and approval in the State Migrant Office was generally accomplished within three days from the date the project was received.

The resulting basic pattern of services to migrant students was relatively stable, with the instructional services in both regular term and summer projects responsive to the identified needs. Regular term projects always supplemented the State curriculum and were generally planned while keeping in mind Title I services available to eligible migrants. Summer projects were considerably more inclusive, especially in the area of supportive services. The core of the secondary school offerings was found in the area of vocational training and exposure to career information.

NEW PROJECTS

Two new projects were developed in the State during the year. Madison-Mayodan City Schools, in cooperation with the local school system in Rockingham County, agreed to administer a program which would serve the migrant youths from the two LEAs. All of the youths enrolled in this project were interstate migrants who came into the area

FIGURE I

NORTH CAROLINA MIGRANT EDUCATION PROGRAM

1973

Units With Regular School Term Projects

Elementary	*Secondary*	*Elementary and Secondary*
Bertie County 2	Duplin County	Columbus County
Camden County	Greene County 1	Fairmont City
Carteret County	Lenoir County 1	Wayne County
Halifax County	Pitt County 1	
Harnett County 1		
Haywood County		
Henderson County		
Hertford County		
Johnston County		
Martin County		
Maxton City		
Northampton County 1		
Pasquotank County 1		
Robeson County 1,2		
Sampson County		
Washington County		
Wilson County		

Units with Summer Projects Only

Transylvania County	Madison-Mayodan
	Wake County

Units with Regular School Term Projects Only

Kinston City	Goldsboro City	Bladen County
Nash County	Scotland/Laurinburg	Edgecombe County

1 - These units serve both elementary and secondary students during the regular school term.

2 - Counseling type summer program.

FIGURE II

MIGRANT EDUCATION PROJECTS: 1973

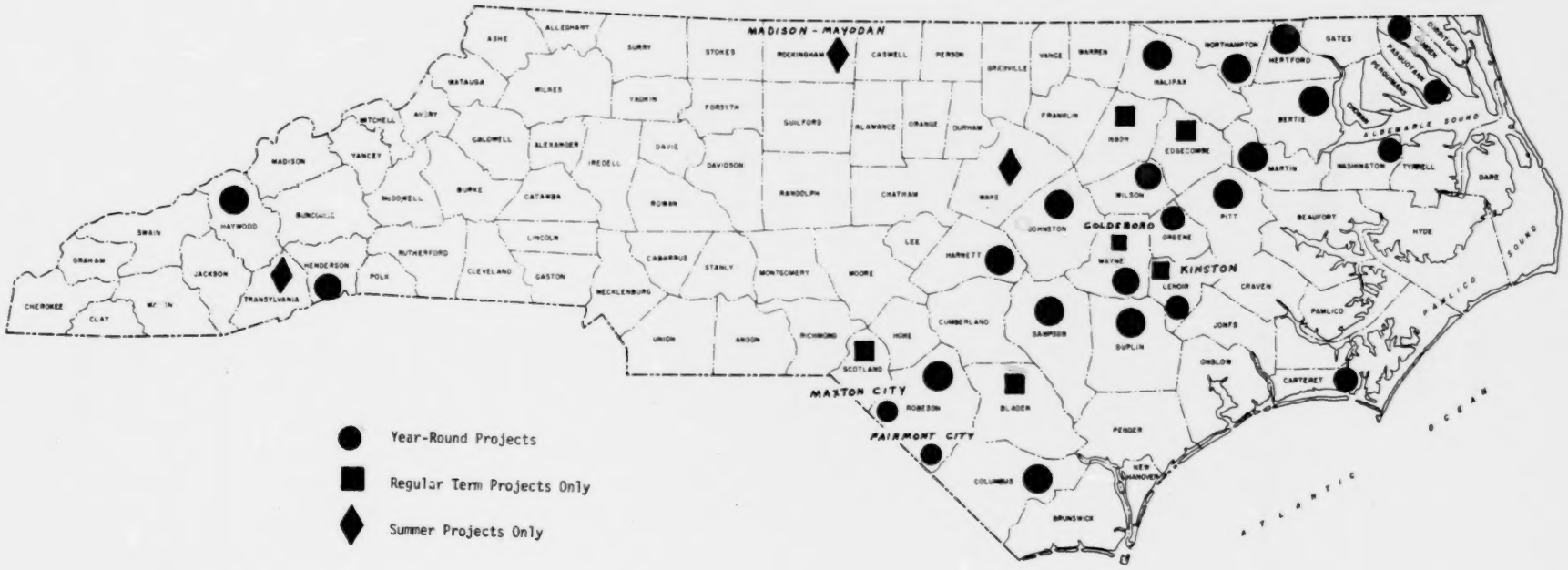


TABLE I

SUMMER MIGRANT PROJECT SCHEDULES

LEA	Hours of Operation	Hours Per Day	Total Days Operated
	ELEMENTARY		
Bertie County	8:30 a.m. - 4:30 p.m.	8.00	35
Camden County	8:30 a.m. - 4:30 p.m.	8.00	30
Carteret County	8:00 a.m. - 4:00 p.m.	8.00	19
Halifax County	8:00 a.m. - 2:30 p.m.	6.50	26
Harnett County	8:00 a.m. - 3:00 p.m.	7.00	31
Haywood County	8:00 a.m. - 4:00 p.m.	8:00	35
Henderson County	8:00 a.m. - 3:30 p.m.	7:50	40
Hertford County	8:00 a.m. - 1:30 p.m.	5:50	31
Johnston County	8:00 a.m. - 4:00 p.m.	8:00	35
Martin County	8:30 a.m. - 3:30 p.m.	7:00	33
Maxton City	8:30 a.m. - 4:30 p.m.	8:00	23
Northampton County	7:30 a.m. - 3:30 p.m.	8:00	26
Pasquotank County	8:00 a.m. - 4:00 p.m.	8:00	31
Robeson County	8:00 a.m. - 4:00 p.m.	8:00	37
Sampson County	8:30 a.m. - 3:30 p.m.	7:00	30
Transylvania County	8:00 a.m. - 3:30 p.m.	7:50	35
Washington County	8:00 a.m. - 5:00 p.m.	9:00	31
Wilson County	8:00 a.m. - 3:00 p.m.	7:00	39
	SECONDARY		
Duplin County	Irregular Hours		45
Greene County	2:00 p.m. - 11:00 p.m.	9:00	35
Lenoir County	5:00 p.m. - 11:00 p.m.	6:00	29

SUMMER MIGRANT PROJECT SCHEDULES

(Continued)

LEA	Hours of Operation	Hours Per Day	Total Days Operated
Madison-Mayodan	6:00 p.m. - 9:30 p.m.	3:50	35
Pitt County	2:00 p.m. - 10:00 p.m.	8:00	26
Wake County	5:30 p.m. - 9:30 p.m.	4:00	31
	ELEMENTARY AND SECONDARY		
Columbus County	4:30 p.m. - 9:30 p.m.	5:00	30
Fairmont City	Irregular Hours		40
Wayne County	E 8:30 a.m. - 2:30 p.m.	6:00	
	S 5:00 p.m. - 9:00 p.m.	4:00	45

from Alabama and Mississippi. The program which was initiated for them included instruction in vocational and occupational areas, recreational activities and necessary supporting services.

The other new program during the 1972-73 year was a regular school term program developed to serve the secondary school age migrant students in Scotland County. The State-owned automotive tune-up trailer was moved into the LEA for a period of instruction, and the local personnel provided a course based on a survey of the available occupations in the area.

STAFF DEVELOPMENT ACTIVITIES

During the regular school term the State Migrant Section served as host to the East Coast Regional Migrant Education Conference in Greensboro, N. C. The program planning team for this conference included all of the State migrant education consultants, the State Coordinator of migrant programs and representatives from the other states in the East Coast Migrant Stream. The program was developed so that conference participants could become actively involved in the development of project proposals which would fulfill the mandate of interstate cooperation and at the same time meet the needs of the migrant students within the state in which the activities were implemented. North Carolina's state migrant consultants coordinated the workshop activities involved in the development of these model project proposals, consolidated the reports of the small group work sessions and, prior to adjournment of the conference, consolidated, published and distributed copies of the combined efforts of the conference participants.

Most of the migrant projects in North Carolina had representatives at this regional workshop. These individuals benefited from the experience of sharing ideas and developing plans for activities which would be compatible with legal requirements and educational philosophies of the several states along the Atlantic coast migrant stream.

The staff development activity which affected the greatest number of migrant education staff members in North Carolina was the four-day workshop conducted at Wrightsville Beach prior to the beginning of the summer migrant projects. Approximately 330 professionals and non-professional migrant project staff members representing 28 LEAs attended this workshop which emphasized the use of innovative and effective teaching techniques, administrative procedures and the requirements of the migrant student record transfer system.

Specialists from the Department of Public Instruction and consultants from local migrant projects who were recognized for their successful programs and outstanding abilities in their areas of responsibility served as instructors at the Wrightsville Beach workshop. Administrators, teachers, aides and program support personnel attended workshop sessions specifically designed for their area of responsibility. School clerks met with the teletype terminal operator for special instructions in handling student data and in the procedures of the national migrant student record transfer system.

In addition to the staff development programs sponsored and supported by the State Migrant Section, each local educational agency included staff development activities in its project application. These activities ranged from one-day orientation and preparation sessions to 48 hours of regularly scheduled classes which gave participants certificate renewal credit.

CHAPTER II

METHODS AND PROCEDURES

BACKGROUND

Since 1971, evaluation of summer migrant education projects has been a cooperative effort of the Division of Research and the State Migrant Office. After three years a trend of increasing local responsibility for evaluation is apparent. North Carolina, however, continues to prepare individual local evaluation reports at the state level. Information from local evaluation reports is merged with site team findings, test data or growth sheet results, and project application data. The resulting reports have been found to have considerable value in planning projects for succeeding years. Of special interest are the two sets of recommendations: one from the project staff and another from the state site team members.

Since the first state evaluation, local project personnel have been involved in all stages of the evaluation procedures. It is increasingly recognized that participation as site team members, observers, participants at evaluation conferences and use of evaluation reports for planning has, in effect, provided evaluation training for a large number of project personnel. Evaluation planning for the 1973 summer was primarily concerned with streamlining procedures at the state level while making more use of local evaluative talent. It has been determined that considerable objectivity could be maintained when experienced project personnel continue to rate other projects as well as their own.

When evaluation is viewed as an effective means of improving services to migrant students rather than as an imposed threat, enthusiastic participation of all staff members can be obtained.

EVALUATION PROCEDURES

Preparation for the current evaluation began in March, 1973, following the Eastern Regional Migrant Conference in Greensboro, N. C. In an attempt to eliminate duplicate data, most reporting forms were redesigned. Application-Authorization forms were limited to one page and full responsibility for maintenance of a history of authorizations was assigned to the LEA. Attendance reports were also shifted toward local responsibility and discretion. Migrant Student Record Information was again to be completed by the LEA and forwarded to Grifton for transmittal. Growth sheets for each child and home-base school information for interstate students were to be returned to the state office for processing and transmittal. A major revision of the Federal Annual Evaluation report was completed. More than 30 items were deleted by the revision and the project's effect on students was given primary emphasis. The state questionnaire was completely eliminated and each regular term school project was required to provide all available test data. The on-site visitation report was revised in view of the requirement that it be completed prior to departing the project.

The revised forms and procedures were presented to project directors on June 12th. Other personnel received instructions on reporting and evaluation on the final day of the Wrightsville Beach Conference. Following this meeting, site teams were chosen and schedules were finalized. As in the past, two full day on-site visits were conducted at each school site. The teams consisted of one member of the State Migrant Staff, one or more representatives from other projects and (usually) one member from the Division of Research, NCSDPI. Each team member was provided project descriptions and objectives prior

to the visit and was allowed to complete a full site report prior to terminating the day's visit. This was necessitated by the discussion of all recommendations in an open staff meeting as an important component of the site visit.

In addition to the evaluation function, the State Migrant Consultant monitored the project operation in areas such as eligibility and recruitment, record keeping, and equipment inventory, etc.

All gathered or reported information was used in the preparation of the individual project evaluation reports. The responsibility for preparation of these twenty-seven reports was shared by Research Consultants and State Migrant Consultants. This 1973 State Report represents the first such report with a complete merging by topic of the regular school term program with the summer program. All available information, including the individual evaluations, was used in the preparation of this report.

CHAPTER III

FINDINGS

CHILDREN SERVED

During the 1972-73 school year migrant education projects were operated in 30 local educational agencies. These projects enrolled 996 interstate migrants, 1,718 intrastate migrants and 778 formerly migratory students.

Twenty-seven local educational agencies operated migrant education projects during the summer of 1973. Enrollment in these programs included, 1,306 interstate migrants, 348 intrastate migrants and 468 formerly migratory students. (Refer to Table I).

Of the 6,114 children served under this program during the 1973 fiscal year, 38% were interstate migrants, 42% were intrastate migrants and 20% were formerly migratory. Enrollment figures indicate that larger numbers of interstate migrants were served during the summer, and enrollment of intrastate migrants was higher during the regular school term. Secondary school enrollments are higher during the summer since many of the interstate migrants are older youths who enroll only during the summer tobacco season.

Although no statistics were maintained on enrollment by ethnic groups, it is estimated that of the 6,115 migrant children served, 85% were black, 5% were American Indians, 5% were white and 5% were Spanish-speaking Americans. None of those children were enrolled in non-public schools. All the migrant education projects in North Carolina were operated through local public school agencies.

GRADE PLACEMENT

Grade placement in summer secondary projects was no problem since the activities were entirely upgraded. Students from 14 to 20 received the same vocational and cognitive instruction. In the regular school term programs the children in both the elementary and secondary schools were placed in classes with other children according to their ages and previous progress as indicated by school records or teacher opinion. During the summer projects the local project administrators generally placed the elementary school children in groups based upon age, physical maturity and emotional development according to the teacher's best judgement and available records. Since the instruction in the summer projects was largely individualized, there was considerable range in grade placement; instruction within each group was based upon age, remedial needs, physical development and peer associations.

INSTRUCTIONAL ACTIVITIES

Projects were conducted for migrant children at both the elementary and secondary school levels. While most of the regular school term programs primarily served elementary school children there were two secondary school programs specifically directed to meeting the needs of interstate migrant youth who are home-based in North Carolina.

The emphasis in the regular school term projects was in supplementing and reinforcing instruction in language arts and mathematics for elementary school children. Supporting services in these projects were held to a minimum since these needs were generally taken care of through other sources of funding. A minimal amount of health and social services were provided, however, when other sources of funding were inadequate or unavailable.

TABLE II

CHILDREN SERVED BY CLASSIFICATION

LEA	Regular Term 1973-73			Summer 1973		
	Interstate	Intrastate	Formerly Migrant	Interstate	Intrastate	Formerly Migrant
Bertie County	8	15	26	10	43	10
Bladen County	6	11	27	--	--	--
Camden County	24	4	23	24	7	10
Carteret County	11	7	3	11	4	10
Columbus County	39	64	3	52	59	22
Duplin County	42	75	16	191	15	0
Edgecombe County	15	133	14	--	--	--
Fairmont City	29	102	31	22	45	43
Goldsboro City	140	0	0	--	--	--
Greene County	14	57	69	232	0	10
Halifax County	70	196	28	26	119	23
Harnett County	46	78	69	35	44	48
Haywood County	16	34	10	14	6	8
Henderson County	94	50	12	38	3	5
Hertford County	31	42	39	9	10	34
Johnston County	48	43	18	32	9	26
Kinston City	0	13	8	--	--	--
Scotland/Laurinburg	0	43	0	--	--	--
Lenoir County	12	26	38	59	4	0
Madison/Mayodan	--	--	--	46	0	0
Martin County	3	29	18	4	32	9
Maxton City	38	116	40	7	38	9
Nash County	36	55	57	--	--	--
Northampton County	47	89	11	28	60	3

TABLE II

(Continued)

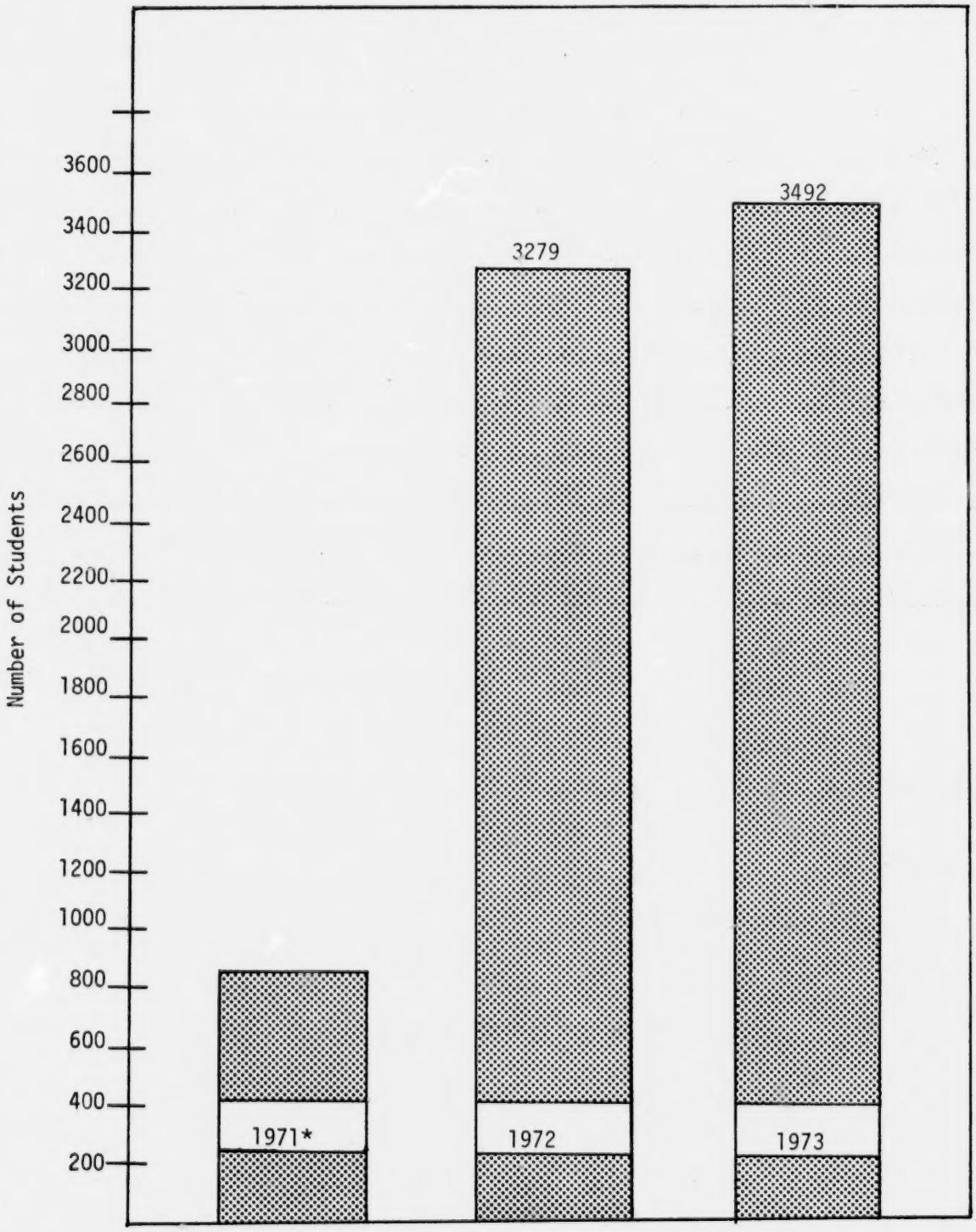
LEA	Regular Term 1972-73			Summer 1973		
	Interstate	Intrastate	Formerly Migrant	Interstate	Intrastate	Formerly Migrant
Pamlico County	--	--	--	3	0	0
Pasquotank County	30	87	24	30	70	50
Pitt County	7	43	26	106	0	0
Robeson County	32	175	5	20	141	16
Sampson County	61	62	0	105	13	81
Transylvania County	--	--	--	15	0	10
Wake County	--	--	--	39	70	0
Washington County	46	20	51	46	20	2
Wayne County	11	34	3	76	10	13
Wilson County	45	36	83	35	26	26
TOTALS	1,001	1,739	752	1,306	848	468

Total Regular Term 3,492

Total Summer Term 2,622

TOTAL ENROLLMENT - 6,114

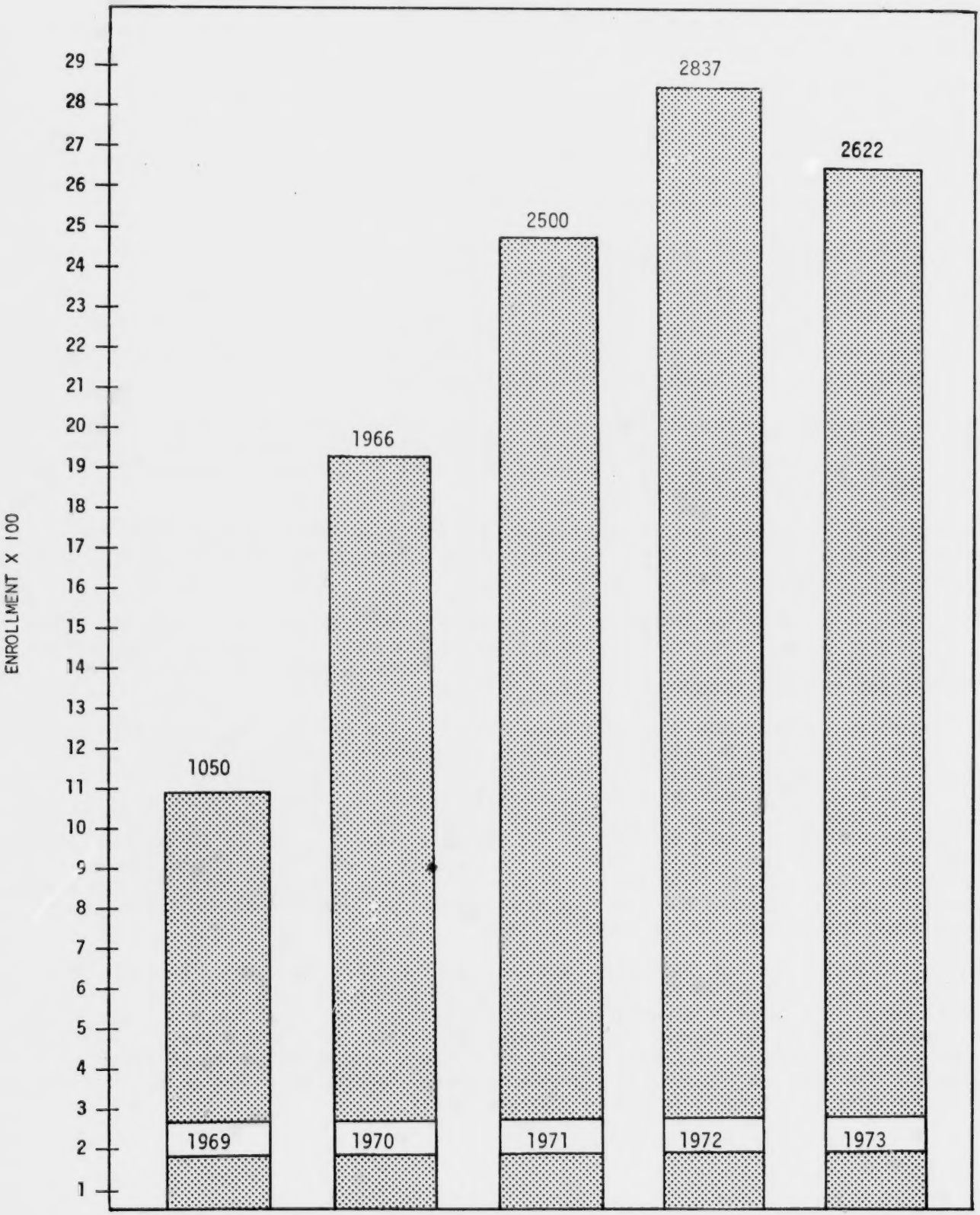
Figure III
Regular School Term Migrant Enrollments



*Estimated from LEA data

Figure IV

NORTH CAROLINA SUMMER MIGRANT PROGRAM ENROLLMENTS



During the regular school term the instructional phase of the migrant projects was essentially tutorial in nature. Teachers and aides were employed by their local projects to work with the migrant children on an individual basis. In each case the classroom teacher assessed the deficiencies of migrant children and prescribed, sometimes in combination with the migrant teacher, the instruction to be performed by the tutor.

During the summer projects the elementary and secondary projects were planned so that they would meet the primary instructional needs of the students as well as their secondary supportive needs. Secondary school projects concentrated in the area of prevocational and occupational instruction, while the primary emphasis in the elementary schools was in language arts, reading and mathematics. All projects recognized the need for recreation and the improvement of self-image.

During the summer migrant projects the instruction varied from tutorial to large group activities. Because of the scattered migrant housing in Robeson and Bertie Counties and the responsibility of some of the migrant children, particularly those in the middle and upper grades, for contributing to the family income, it appeared feasible to employ tutors who could provide instructional services in the homes of the migrants on a scheduled basis. This left the children free a large part of the time to participate in farm activities and thereby to contribute to the family income.

Most of the summer migrant projects, however, were conducted at school sites and the children were transported to the school in school buses. Instruction in the projects was in small groups or on an individualized basis most of the time. Some activities were suited to large group instruction.

In most summer programs, personal enrichment activities were quite evident with field trips, swimming, organized games, free play, music, drama, dance and other cultural and recreational activities much in evidence.

An element of guidance and counseling was included in each of the summer secondary projects as well as the more comprehensive elementary projects. This program component was stronger in some projects than in others with the Greene, Duplin, and Madison-Mayodan projects providing outstanding services in this area.

All secondary summer projects offered instruction in some occupational areas this summer. The offerings included bricklaying, carpentry and woodwork, small engine repair, automotive repair, and a series of offerings such as ceramics, metal working, plastic molding, etc, which progressed into the arts and crafts instruction. In many of the projects these offerings were related to the guidance - vocational exploration instruction. Although these offerings were modified to fit the interests and needs of the migrant students, they were not considered special areas by the instructors who taught similar courses during the regular school term nor by the project planners. No North Carolina projects designed special offerings for handicapped students. No instances of handicapped were noted among the students in the summer of 1973.

Automotive engine tune-up instruction was provided for junior and senior high school students through the use of two mobile classroom units owned by the State and operated at the local unit level on a scheduled basis among those LEAs which had a concentration of secondary school age migrant youth. During the regular school term one of these mobile units served 44 students in Camden County, 47 students in Washington and 44 students in Harnett. The other unit served 57 students in Greene County, 44 in Maxton City Schools, 44 in Fairmont City Schools and 50 in Scotland County.

TABLE III

1973 Operation of Automotive Tune-Up Units

Regular School Term

Project	Students Served
Camden	44
Washington	47
Harnett	44
Greene	57
Maxton City	44
Fairmont City	44
Scotland	50
TOTAL	330

Summer School Term

Project	Students Served
Columbus	28
Greene	55
Wake*	41
Madison-Mayodan*	50
TOTAL	174

*No State instructor available; local personnel taught the course.

During the summer projects only one instructor was employed to teach automotive engine tune-up. The other instructor who had worked in the program was separated from State service but his mobile unit was available to be used by local educational agencies which had qualified instructors to teach the course. During the summer, one unit served 28 migrant boys in Columbus County and 55 in Greene County. The other mobile classroom unit served 41 migrant boys in Madison-Mayodan City Schools and approximately 50 in Wake County.

The total of 504 boys receiving automotive tune-up instruction this year is less than the number who benefited from this program last year. A primary reason for this reduction in the number of boys served was the illness of one of the instructors and his eventual separation from State service. Since this occurred late during the regular school term, one mobile classroom unit was unused for the remainder of the school year and a large portion of the summer term.

In the regular school term projects there is considerable coordination between the migrant project activities and other school programs. Since migrant projects are typically small, Title I directors often "double" as coordinators of the migrant program. In the smaller projects there is no real distinction between a coordinator and an "LEA contact person." Title I also supports the migrant program through the local inservice activities as well as health services personnel when these services are provided by Title I. In all projects the locally-funded support services are available to the migrant students.

Except for migrant education projects, summer school operations are relatively rare in North Carolina. One project, Camden County, still operates a Title I-Migrant Coordinated Program with an extended school day for the migrant students. Some of the secondary school migrant programs shared facilities and some planned competitions with migrant classes. Basically, however, the coordination during the summer is limited to the provision of facilities, equipment, materials, and some training and services by LEA personnel who are employed 12 months. In recent years the number of school principals on twelve months has been expanded considerably.

SUPPORTING SERVICES

During the regular school term supporting services were severely limited because of the emphasis on instruction to supplement existing programs and the conscious effort not to supplant any available services with migrant funds.

Summer migrant projects were generally the only activities in operation in the LEAs making it necessary for the migrant project to place more value on the supporting services required in order to make the project successful. In most cases the summer migrant projects provided transportation, food services, health services and recreation. A majority of the projects also provided some clothing. In some cases the clothing was donated by social service organizations and in other cases it was purchased with project funds.

In cases where similar services were available from the local board of education, other agencies of local government or private non-profit organizations, there was a coordination of effort with the migrant project in order to prevent supplanting or overlapping of services.

One of the State services which supported the successful operation of the migrant program was the record transfer system. Each LEA participated in the system by sending student data to the teletype terminal operators at the Migrant Education Center in Grifton for transmission to the Migrant Student Data Center in Little Rock, Arkansas.

The Migrant Education Center served as a support base for the migrant education projects. It is from this center that the automotive tune-up units were scheduled. The center also served as a repository for educational films which were available to LEAs for use in their migrant education projects.

The purchase of equipment under the migrant projects was held to a minimum. Only that equipment which could be shown to be essential to the success of the instructional program was approved for purchase. Each LEA was required to maintain an inventory of equipment purchased under previous migrant projects, and items of equipment were transferred from one LEA to another when it was no longer used for the purpose for which it was intended in the LEA which purchased it.

COORDINATION WITH OTHER PROGRAMS

Throughout the migrant education projects in North Carolina there was a high degree of coordination and cooperation with other agencies. This was strongly encouraged through the regular meetings of the State Advisory Committee on Services to Migrants. At different times, personnel from the State Migrant Education Section served as Chairman and as Secretary of this Statewide coordinating committee. Agencies represented on this committee are:

Migrant Education Section - Department of Public Instruction
Farmer's Home Administration
Migrant and Seasonal Farm Workers Association
N. C. Community Action Association
N. C. Department of Agriculture
N. C. Department of Community Colleges
N. C. Department of Human Resources - Division of Mental Health
N. C. Department of Human Resources - Division of Social Services
N. C. Department of Human Resources - Division of Economic Opportunity
N. C. Department of Human Resources - Division of Vocational Rehabilitation
N. C. Department of Labor
N. C. Employment Security Commission - Rural Manpower Service
N. C. Human Relations Commission
N. C. State Board of Health - Migrant Health Project
N. C. State Board of Health - Sanitary Engineering Division
U. S. Department of Agriculture
U. S. Department of Labor

In addition to the above named agencies, meetings of the committee are regularly attended by representatives from the Governor's office, by the State President of the North Carolina AFL-CIO and by personnel from local migrant councils and community action agencies.

Local advisory committees have been established in each area served by a migrant education project. The State Advisory Committee assisted the local councils in their work through annual regional or statewide meetings. Information could be shared and plans developed that would enable the resources of each agency to be used to the maximum benefit of the greatest number of migrants.

STAFF UTILIZATION

The 30 regular school term migrant education projects employed a total of 117 staff members. The pattern of staffing is indicated by Table IV . The number and responsibilities of the program staff of the summer migrant projects is indicated on Table V . Figures on these tables represent both full-time and part-time employees and not full-time equivalent staff positions. Non-professional supporting personnel such as maids, janitors and lunchroom workers have not been included in these tables.

Table VI contains teacher-pupil ratios for the 27 summer projects. These ratios differ slightly from those supplied by the respective projects which used the proposal job title of teacher (only) in their calculations. Where State site teams determined that counselors, coordinators or other professional personnel were significantly involved with instruction, these personnel were entered in the numerator of the reported ratios. Teacher-pupil ratios are not reported for regular school term projects as they could be very misleading (e.g. 1:54) without a consideration of schedules and pupil contact times.

COMMUNITY INVOLVEMENT

Community involvement in regular school term migrant education programs was not as evident as that noted in the summer projects. This may have been because of the supplementary emphasis placed on the regular school term projects. In those LEAs where the local project charged one or more persons with the responsibility of making visits in the home for the purpose of home-school coordination or recruitment, the reported community involvement in the project was increased. Nurses, home-school coordinators, social workers, supervising principals and instructional personnel played an important part in soliciting involvement from the community agencies as well as from the parents of the migrant children.

School-based projects generally realized greater community involvement than the home-based tutorial projects. One reason for this appears to be that the home-based tutorial project concentrates almost exclusively on the instructional needs of the migrant child while the school-based projects consider all of the child's needs. Much of the involvement of community agencies in the migrant education project comes through their efforts and interests in assisting with some of the supporting services which are secondary in the migrant education programs.

Field trips serve as one medium for encouraging parent and community involvement in project activities. The use of volunteers from the community on field trips has some tendency to carry over into other aspects of the program.

Some of the summer migrant projects had excellent community involvement as indicated by the number of adult volunteers other than migrant parents who donated their services to making the local project a success. These volunteers served as instructors, instructional aides, lunchroom workers or as resource individuals to enrich the experiences of the migrant children.

INTERSTATE PLANNING

One of the activities which [illegible]ates the interstate coordination of the North Carolina Migrant Education Program with [illegible]ilar projects and programs in other states was the Eastern Regional Migrant E[illegible] [illegible]onference held in Greensboro, North Carolina, and

TABLE IV

LEA STAFF

REGULAR TERM 1972-73

LEA	Teachers	Teacher Aides	Directors - Coordinators	Counselors - Tutors	Secretaries - Bookkeepers	Clerical Aides	Tutorial Aides	Nurses	Supervisors	TOTAL
BERTIE COUNTY	1		1							2
BLADEN COUNTY	1									1
CAMDEN COUNTY	1	.5				.5				2
CARTERET COUNTY				1	1				1	3
COLUMBUS COUNTY			1	2	1					4
DUPLIN COUNTY	4		1		1					6
EDGECOMBE COUNTY			1				4			5
FAIRMONT CITY		1		3	1					5
GOLDSBORO CITY			1	1	1					3
GREENE COUNTY		1								1
HALIFAX COUNTY	2	2	2	1	1		3			11
HARNETT COUNTY			1		1			1		3
HAYWOOD COUNTY	1									1
HENDERSON COUNTY	1	1								2
HERTFORD COUNTY					1		6			7
JOHNSTON COUNTY			1				2			3
KINSTON CITY			3							3
LAURINBURG/SCOTLAND	1				1					2
LENOIR COUNTY				2		1				3
MARTIN COUNTY			1				1			2
MAXTON CITY		1		1		1				3

TABLE IV

(Continued)

	Teachers	Teacher Aides	Directors - Coordinators	Counselors - Tutors	Secretaries - Bookkeepers	Clerical Aides	Tutorial Aides	Nurses	Supervisors	TOTAL
NASH COUNTY			1		2		6			9
NORTHAMPTON COUNTY	2	2	1						1	6
PASQUOTANK COUNTY		3	2		1		1			7
PITT COUNTY			1				2			3
ROBESON COUNTY	4				1					5
SAMPSON COUNTY	2	1	1							4
WASHINGTON COUNTY	1				1	1				3
WILSON COUNTY			1				2			3
WAYNE COUNTY			1		1		3			5
TOTAL	21	12.5	21	11	15	3.5	30	1	2	117 *

*Includes full and part-time professional and instructional staff.

TABLE V

LEA STAFF*

Summer 1973

LEA	Teachers	Teacher Aides	Directors Coordinators	Counselors	Secretaries Clerks	Nurses	Social Workers	Home-School Coordinators	Other Professionals	Volunteers
Bertie	5					1				
Camden	3	4	1		1	1			1	2
Carteret	2	1	1			1			1	
Columbus	6	7	2							7
Duplin	10	4	1		1				1	4
Fairmont City	7		1		1	1				
Greene	4	1	1	3	1	1				
Halifax	11	6	2		1				2	
Harnett	7	6	1		1	1				97
Haywood	4	2	1		1					3
Henderson	3	4							1	
Hertford	4	4	1	1		1		1	1	5
Johnston	3	5	1		1	1		1	1	17
Lenoir	4	6	1	1	1					
Madison-Mayodan	3	3	1		1					
Martin	3	3	1					1	1	
Maxton City	1	1	1							9
Northampton	5	5	1					1		4
Pasquotank	9	7	1		1	1				3
Pitt	8	1	1		1				2	

TABLE V

(Continued)

	Teachers	Teacher Aides	Directors Coordinators	Counselors Tutors	Secretaries Clerks	Nurses	Social Workers	Home-School Coordinator	Other Professionals	Volunteers
Robeson	18		1		1				1	2
Sampson	10	6	1				1		1	9
Transylvania	3	3	1							
Wake	4	4	1	1				1		
Washington	9	5		1	1	1		1		2
Wayne	4	3	1		1					6
Wilson	3	3	1			1	1			5
TOTALS	153	94	26	7	15	11	2	6	13	

Total Paid Staff* 327

*This table reflects full and part-time positions, not FTE, exclusive of bus drivers, custodians and lunchroom workers.

TABLE VI

RATIO OF TEACHERS TO PUPILS*

Summer - 1973

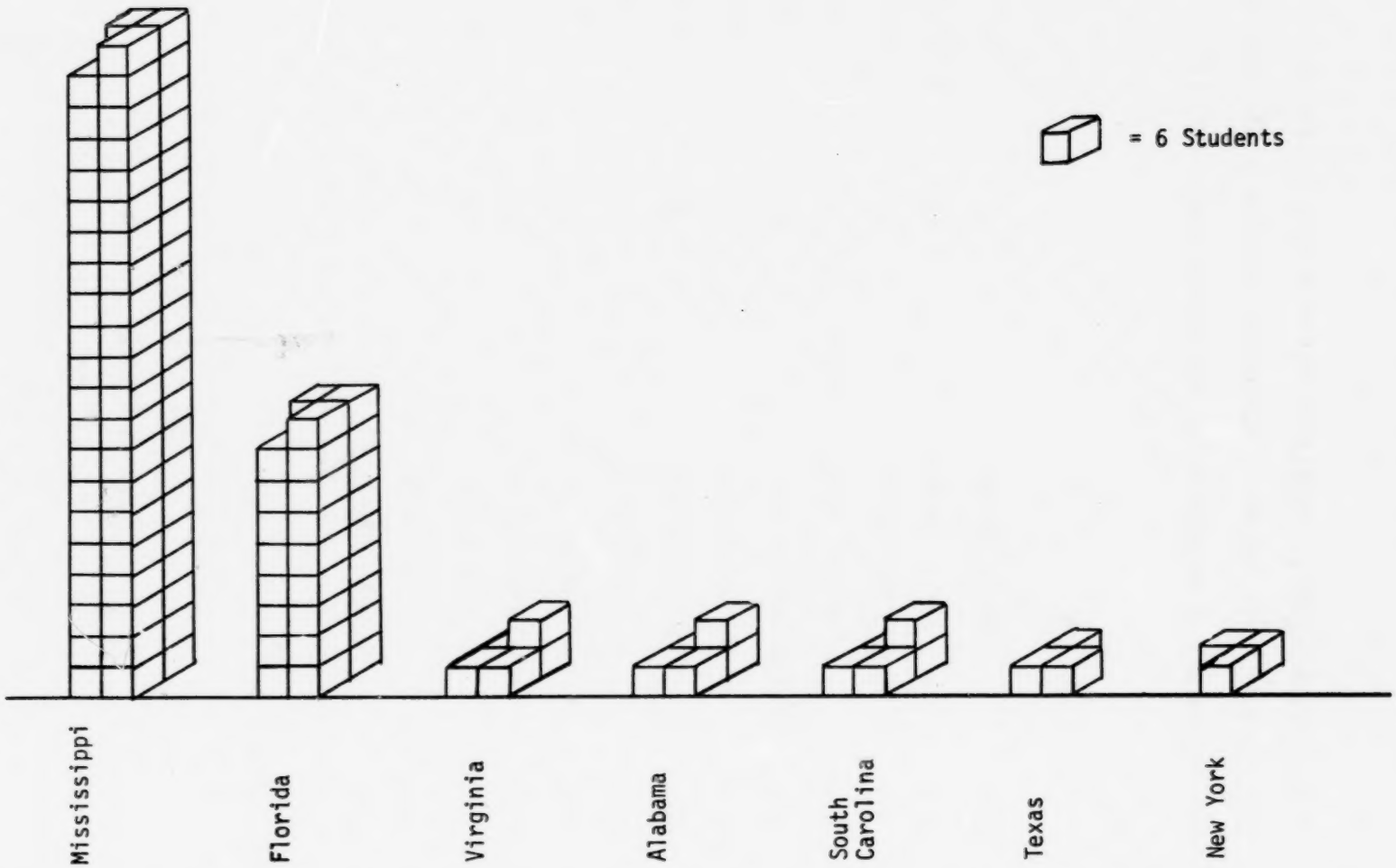
LEA	Teacher-Pupil Ratio	LEA	Teacher-Pupil Ratio
Bertie County	1:16	Madison/Mayodan	1:15
Camden County	1:14	Martin County	1:15
Carteret County	1:13	Maxton City	1:54
Columbus County	1:23	Northampton County	1:18
Duplin County	1:19	Pasquotank County	1:17
Fairmont City	1:14	Pitt County	1:12
Greene County	1:40	Robeson County	1:20
Halifax County	1:15	Sampson County	1:22
Harnett County	1:18	Transylvania County	1:6
Haywood County	1:7	Wake County	1:20
Henderson County	1:12	Washington County	1:9
Hertford County	1:11	Wayne County	1:22
Johnston County	1:17	Wilson County	1:29
Lenoir County	1:16		

*All teachers and tutors were counted for the caculation of the teacher-pupil ratio. Where counselors, social workers, coordinators, nurses, etc., were involved in actual pupil instruction, they were also considered in deriving this ratio.

Figure VI

HOME-BASE STATES OF 982 NORTH CAROLINA MIGRANTS

SUMMER - 1973



Not Shown - States represented by 12 or fewer migrants: California, Colorado, Georgia, Illinois, Kentucky, Louisiana, New Jersey, New Mexico, Ohio, Oregon, Pennsylvania, Tennessee, and Wisconsin.

described under the staff development activities in Chapter I. The details of organizing the conference itself is a major example of the interstate planning which was necessary for the success of the conference and which is cited as one strategy used to meet the legislative mandate of interstate coordination.

Prior to the conference, staff members from the North Carolina Migrant Education Section, Division of Compensatory Education, met with State directors and consultants in migrant education from Massachusetts, Connecticut, New York, New Jersey, Maryland, Virginia, Tennessee, Kentucky, South Carolina, Georgia and Florida to plan the interstate staff development program. It was through this interstate committee that a conference and workshop agenda was finalized which resulted in the active participation of more than 500 local project personnel from 21 eastern states in the development of model project applications which could be used by any of the states involved.

Other interstate activities involved the exchange of home-base school information on all interstate migrants who enrolled in migrant education projects in North Carolina. Each LEA collected this information at the time the interstate migrant enrolled and sent it to the State Coordinator of migrant programs. It was then sent to the State Director of migrant programs in the child home-base state. This alerted the State director in the home-base state that the child had been enrolled in a migrant education program in North Carolina.

In addition to this informal exchange of student information, each LEA operating a migrant education project complied with all regulations and procedures of the National Migrant Student Record Transfer System.

National conferences for State directors and other program personnel are conducted each year and have been of some value in publicizing program information and administrative requirements.

DISSEMINATION

Dissemination of program information at the local level included news releases to local newspapers; coverage by local radio and television stations; reports to local boards of education and other local groups; pictures, slides and tape recordings which were presented to theater audiences; and the distribution of newsletters.

At the State level there was a periodic dissemination of information through the publication of Migrant Matters. This newsletter was directed to local migrant project directors, school superintendents, advisory committee members, personnel in the State educational agency, and the U. S. Office of Education. Additional news releases from the Division of Public Information were sent to newspapers, radio and television stations, wire services and other news media.

Another method of disseminating program information was through reports given at the periodic meetings of the State Advisory Committee on Services to Migrants. Program information was also disseminated through visitation among the local projects. With only two exceptions, at least one person in each local project visited at least one other project during the summer. This afforded an opportunity for firsthand observation of project activities and the exchange of ideas and information among the projects.

Two dissemination efforts of the State Migrant Education Section are note-worthy. One was the first place award presented by the Educational Press Association of America for the August 1972 issue of the newsletter, "Migrant Matters." The other was a Certificate of Merit presented to the State Migrant Education Program for its film production, "Migrant Education in the Tarheel State," which was exhibited at ED Fair '73 in Washington, D. C.

CHAPTER IV

PROGRAM EFFECTIVENESS

PROGRAM FOCUS AND OBJECTIVES

Any consideration of the effectiveness of the North Carolina Migrant Education Program requires that consideration be given to the three different types of projects operated within the state program: regular school term projects, elementary summer projects, and secondary summer projects. These project types lend themselves well to topical analysis. A fourth consideration, state management and direction, seems needed due to the division of responsibilities within the migrant education program. Although all of these components have the same general purpose -- meaningful educational opportunities for the migrant child -- they address themselves to different needs and exhibit different success rates.

There has been a decrease in the average number of objectives entered in project proposals. One can only speculate on the reasoning of the proposal writers. Past evaluationa may have revealed that a project is more likely to achieve success on fewer objectives. The evaluation process has judged projects in view of state objectives regardless of local objectives. There has been an increased emphasis on basic instruction in the North Carolina program. The writing of objectives has not been emphasized in the past two staff development conferences. The state has emphasized a need for more concise project descriptions in proposals. Regular term programs have difficulties in justifying supportive services.

An inspection of proposals and growth sheet results indicates that the most frequent objective is to be found in the general area of self-concept development/adjustment to a variety of school situations. This emphasis is exemplified by various labels including: self-concept, emotional development, self-image, cultural enrichment, school appreciation, self-reliance, etc. The concern for the affective development of the migrant student is somewhat misleading since it obtains its number one rating as a result of summing objectives across projects with different instructional emphasis. For example: two projects, one emphasizing reading and the other vocational training would both have objectives in the self-concept area. When totals are calculated these projects would add two counts to the affective area and only one each to vocational and reading respectively.

The emphasis on instructional areas is similar for both regular term and summer projects. The number one priority is oral language development followed closely by reading. Mathematics is the third priority when all state projects are considered.

TESTING RESULTS

In 1971-72, North Carolina regular term migrant projects reported the results of their testing to the state office for use in the state evaluation report. One state reaction was that "there must be test scores available for many more students." In 1973 all regular term projects were requested to provide scores by student for state analysis.

The useable results of the 1973 testing reinforced the difficulties in testing migrant students, especially where the population is composed of a relatively large number of small projects.

All projects did some testing and test scores were reported for approximately 2,000 of the 3,492 students. Ignoring the kindergarten results (which seemed to have a different instrument for each five students enrolled), no less than 12 different

TABLE VII

METROPOLITAN ACHIEVEMENT TEST RESULTS: MATH AND READING

ALL SCORES IN GRADE EQUIVALENTS

Grade	Number of Students	Pretest		Posttest		Difference	
		Reading	Math	Reading	Math	Reading	Math
1	--	--	--	--	--	--	--
2	24	1.4	1.3	1.8	1.6	+ .4	+ .3
3	30	2.4	2.7	2.7	3.0	+ .3	+ .3
4	15	2.8	3.0	2.7	3.4	- .1	+ .4
5	23	4.1	3.6	4.6	4.5	+ .5	+ .9
6	21	3.9	4.1	4.1	4.4	+ .2	+ .3
7	9*	3.6	4.8	3.6	4.5	0	- .3
8	2*	3.9	5.1	3.7	5.7	- .2	+ .6

Means reported here were calculated from all 1972-73 term data which spanned at least 6 months and was reported in grade equivalent form.

*Small number of cases.

TABLE VIII

STANFORD ACHIEVEMENT TEST RESULTS: MATH AND READING

ALL SCORES IN GRADE EQUIVALENTS

Grade	Number of Students	Pretest		Posttest		Difference	
		Reading	Math	Reading	Math	Reading	Math
1	8*	1.5	1.4	1.9	1.8	+ .4	+ .4
2	7*	1.7	1.6	2.2	2.5	+ .5	+ .9
3	11	2.0	2.2	2.5	2.6	+ .5	+ .4
4	22	3.0	3.1	3.6	3.5	+ .6	+ .4
5	7*	3.2	3.5	3.9	4.2	+ .7	+ .7
6	11	3.7	3.9	4.1	4.6	+ .4	+ .7
7	4*	4.6	4.4	4.5	5.5	- .1	+1.1
8	2*	5.3	6.2	7.0	7.5		

The scores reported here include all 1972-73 test administrations for which data was available in the form of grade equivalent scores with more than 6 months instruction between the pre and post test.

*Small number of cases.

TABLE IX

CALIFORNIA ACHIEVEMENT TEST RESULTS: READING AND MATH

1972-73 School Term

ALL SCORES IN GRADE EQUIVALENTS

Grade	Number of Students	Pretest		Posttest		Difference	
		Reading	Math	Reading	Math	Reading	Math
1	14	.8	.9	1.3	1.4	+ .5	+ .5
2	14	1.3	1.3	1.8	1.7	+ .5	+ .4
3	27	2.4	2.5	2.9	3.0	+ .5	+ .5
4	25	2.8	3.0	3.6	3.9	+ .8	+ .9
5	24	2.9	3.4	3.6	4.0	+ .7	+ .6
6	15	3.6	4.0	4.3	4.8	+ .7	+ .8
7	15	3.8	4.0	4.2	4.6	+ .4	+ .6
8	15	5.5	5.4	5.5	6.0	0	+ .6
9	2*	4.6	5.5	5.5	6.3	+ .9	+ .8
10	5*	6.0	7.0	6.4	7.6	+ .4	+ .6

These means were calculated from all available scores in which the same student received at least 6 months instruction between the pre and post test.

* Small number of cases.

TABLE X

READING STATUS

Mean Grade equivalent scores across Tests for beginning of year and early mid year data.

1972--1973 Regular Term

Grade	Number of Students	Mean G. E.
1 (1.3)	57	1.1
2 (2.3)	66	1.5
3 (3.3)	90	2.2
4 (4.3)	96	2.8
5 (5.3)	91	3.5
6 (6.3)	85	3.7
7 (7.3)	54	4.1
8 (8.3)	50	4.6
9 (9.3)	33	4.9

*These results were obtained by averaging all pretest scores on the California Achievement Tests, Comprehensive Tests of Basic Skills, Metropolitan Achievement Tests, SRA Achievement Tests, Stanford Achievement Tests, Gates MacGinitie Test and Slosson Reading Test.

It is recognized that this procedure is not strictly valid, however, the status thus obtained seems consistent with other studies and all other available data.

TABLE XI

Math Status

Mean Grade Equivalent Scores for All Tests*

Beginning of Year and Early Mid-Year Data

1972 - 73 Regular Term

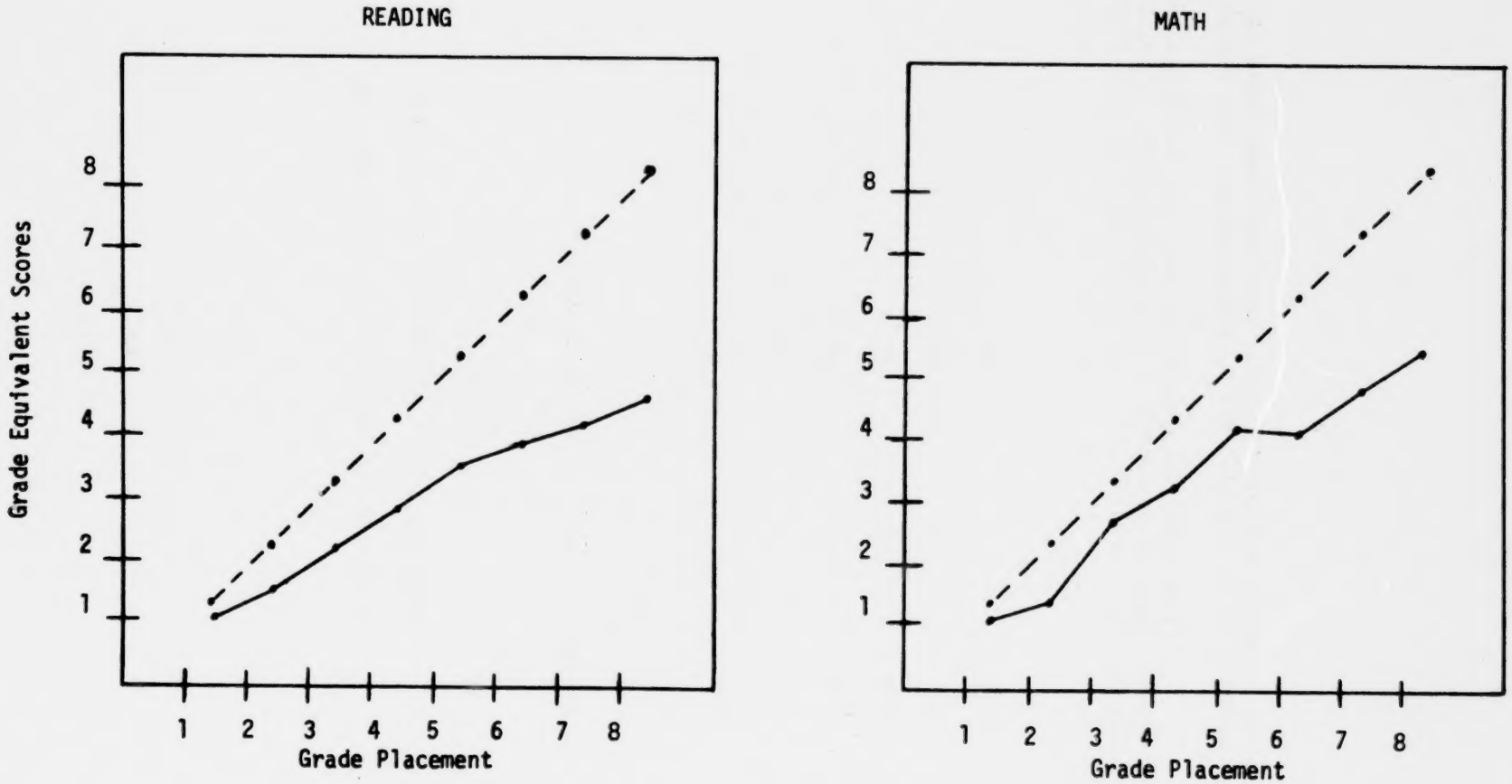
Grade	Number of Students	Mean G. E.
1 (1.3)	39	1.0
2 (2.3)	54	1.4
3 (3.3)	107	2.6
4 (4.3)	105	3.1
5 (5.3)	99	4.1
6 (6.3)	96	4.0
7 (7.3)	66	4.7
8 (8.3)	47	5.3

*These results were obtained by averaging all pretest scores on the California Achievement Tests, Comprehensive Test of Basic Skills, Metropolitan Achievement Tests, SRA Achievement Test, and Stanford Schievement Tests.

It is recognized that this procedure is not strictly valid, however, the status thus obtained seems consistent with other studies and all other available data.

FIGURE VII

Differences Between Normative Grade Equivalent Scores and Obtained Migrant Scores*



*Based on data from Tables IX and X.

achievement tests were used by regular term migrant projects. A few projects reported ability scores, others reported G. E., percentiles, various forms of standardized scores or raw scores. The grade equivalent score was chosen for analysis since it occurred with greater frequency than any of the other types of test scores reported. This choice reduced the number of "usable" scores by about 50%. A second major source of score attrition was the elapsed time between pre and post testing. A minimum of six months of instruction was considered essential for the analysis of gains. The gain scores for the state on the three most frequently used tests are shown in Tables VI, VII, and VIII. The 352 students upon which these tables depend are not an adequate sample upon which to draw unequivocal state results. On the California Achievement Tests and the Stanford Achievement Tests, however, migrant students exhibited an average gain of more than five months over an instructional period spanning between seven and eight months. The results on the Metropolitan Achievement Test fell slightly below five months. Since inspection of the preliminary Anchor Study reveals no major differences in reading scores due to change of standardized test, it can be speculated that achievement differentials due to student and project may be occurring. The small numbers of students per grade, however, make all such statements suspect.

Although there is no statistical method which can be used to partial these results in order to attribute a portion of the gain to the supplementary migrant offering, it is interesting to note that higher gains occur for math than reading and that more of the migrant offerings are in the reading area. Considering the small numbers in each grade, about the only generalization which should be made is that the students upon which these results are based are learning at a rate which appears to be only slightly below that generally accepted as the "average" for compensatory education students.

Tables IX and X represent an attempt to compensate for the small numbers of pupils by averaging the scores across all major tests. It should be noted that this type of averaging is not a recommended statistical practice.

Inspection of the results indicates that there is consistency between the pretest scores on the individual tests and all grade equivalent scores which were reported for migrant students in the opening months of the school year. In most cases the pretests were administered during the third month of the school year.

If these results represent a valid sample, Figure VII illustrates the mounting dificit facing migrant students as they progress through the grades. It might be noted, however, that the 1972 State Assessment of North Carolina's sixth grade revealed that in terms of the test publisher's norms all North Carolina students were around nine months behind. The Title I population lagged these same norms by almost 18 months. By these very general standards, the migrant population is only slightly "behind" North Carolina's compensatory students.

Although student growth sheet results have never been analyzed by grade, the state totals seem to be generally in accord with these test results. This year's growth sheet results (see appendix) provides an indication of below average students entering the program, gaining about 3/4 of a scale score and leaving still below the average of North Carolina classrooms. It would appear on the basis of the test scores that the 1973 growth sheets tended to overestimate the progress or gain, while the 1972 results were quite close to these test results.

Given the inconsistencies noted in the test results, it would seem that reporting and analysis of test scores is a "by-project" task. This is expecially true in light of the evidence that many of the smaller projects are using the standard LEA testing for at least one administration of the tests used for their project evaluation. Under these conditions it would seem reasonable to return to a "by-project" analysis and re-

porting of scores with the state providing inservice training and suggestions to local project managers in order to strengthen these procedures. Of special concern are the large numbers of students who are absent or moving during the testing period. (Projects with a November - April schedule seem to "reach" the largest numbers of students).

There are some alternatives to the proposed procedure of LEA responsibility for testing. The state could institute a testing program which would provide consistent (one test - one administration) data on the entire population. A regional or national testing could also be recommended. If either of these last alternatives are selected, a comparable control group would be highly desirable.

EXEMPLARY ACTIVITIES

It has been found in previous years that the selection of exemplary activities is better than naming exemplary projects. In order to be selected as "exemplary" an activity had to be well above average and worthy of emulation by other projects. It is unquestionably true that the total situation in which an activity occurred influenced its selection. However, within the limits of two days intensive observation and the effect of chance in the timing of the visits, the chosen activities seem to offer considerable promise. Where outstanding activities occurred with such frequency that they could not be designated as exceptional, they were omitted from the following listing. More complete descriptions of the activities highlighted, as well as other notable activities, may be found in the local evaluation report and the next issue of Migrant Matters.

Transylvania and Pasquotank counties implemented mathematics components of instructional programs which were highly effective in stimulating achievement in this subject. Pasquotank County related math skills to experiences in everyday living. Transylvania County tailored a tremendous variety of instructional materials to identified deficiencies of each student.

Carteret and Robeson Counties displayed exemplary use of criterion referenced diagnosis and prescription to guide the instructional offerings. Robeson County used the criterion reading materials to the benefit of the migrant students while Carteret County used both the Fountain Valley Reading Program and the Individualized Mathematic System to insure that each child made some progress each day.

The music instructor in Sampson County was outstanding in stimulating learning and providing success in music as well as instilling confidence in each migrant student.

Pitt and Duplin Counties were extremely effective in generating a project atmosphere in which secondary students knew they could receive educational benefits and at the same time be treated as mature wage earning individuals.

Washington and Sampson Counties exemplified outstanding efforts and results in their management activities which included recruitment, home-school coordination food services and constant improvement of project operations.

Harnett and Haywood Counties excelled in developing instructional programs which used accurate diagnosis of individual student needs to provide appropriate learning activities. This enabled each child to overcome one or more learning deficiencies. Harnett County's program was focused around a reading laboratory approach while Haywood County emphasized the use of individual performance objectives in both reading and math.

Many projects have proposed and implemented coordinated curricular offerings. In the summer of 1973, Northampton County succeeded in designing a most effective effort around the theme of "community living" which actually increased accomplishments in the basic skills while "making learning fun."

Duplin and Greene Counties made an outstanding recruitment effort this year. This effort resulted in either enrollment or repeated contacts with each eligible secondary student who resided in those counties this season.

The Henderson County project produced an atmosphere so conducive to learning that the students actually preferred their classes to some of the recreational opportunities.

A serious effort was made by all North Carolina projects to increase parental involvement this year. Bertie County generated an extremely high level of interest among the majority of the parents. One result has been meaningful input from a very active Advisory Council.

Some of the emphasis on mathematics is undoubtedly due to those projects which are math oriented as a result of a stong Title I program in the area of reading. Social studies and science receive considerably more emphasis in the regular term projects where the migrant tutor works with the regular classroom teacher than in summer projects where it is possible to support the primary objectives with most of the curricular activities.

Health Services and frequently health instruction are common to most projects. Physical education, though emphasized in both summer and regular term, is provided for larger proportions of students during the summer operation. This summer emphasis is also apparent with respect to occupational instruction since a larger number of secondary students are enrolled during the summer.

CONCLUSIONS

Regular School Term Projects

Regular school term programs are the second priority of the State Migrant Program. More than 3,000 students were served in more than 25 North Carolina counties. It was estimated that these students were scattered throughout at least 100 separate schools. The mere logistics of delivering supplemental services to eligible students during the regular term is a determining factor of project design. Instructional services were rendered to students by all except one of the 1973 projects. The Kinston City project coordinated the delivery of available materials to the classroom teachers. The remaining projects used teachers or paraprofessionals (tutors/aides) for supplementary individual or small group instruction in areas of deficiency.

The majority of the projects emphasized remediation in the reading/language arts area. Where a well established Title I reading project also served most of the migrant students, math was a frequent offering. Two projects had planned offerings in science and three or four others attempted to address areas of need as identified by the "regular classroom" teacher. Activities designed to improve self-concept and adjustment were common to all projects.

Only Washington County deviated from the confines of the normal school day for instruction. The Washington County teacher worked from 12:30 until 6:30 p.m., providing

TABLE XII

EXPECTED AND ACTUAL ENROLLMENTS

LEA	Regular Term 1972-73			Summer 1973		
	Expected	Actual	Difference	Expected	Actual	Difference
Bertie County	61	49	-12	45	63	18
Bladen County	70	44	-26	--	--	--
Camden County	65	51	-14	100	41	-59
Carteret County	18	21	3	36	25	-11
Columbus County	60	106	46	125	133	8
Duplin County	139	133	- 6	230	206	-24
Edgecombe County	115	162	47	--	--	--
Fairmont City	93	162	69	158	110	-48
Goldsboro City	166	140	-26	--	--	--
Greene County	131	140	9	140	242	102
Halifax County	275	294	19	279	168	-111
Harnett County	205	193	-12	123	127	4
Haywood County	43	60	17	42	28	-14
Henderson County	108	156	48	61	46	-15
Hertford County	95	112	17	71	53	-18
Johnston County	70	109	39	70	67	-3
Kinston City	25	21	- 4	--	--	--
Scotland/Laurinburg	51	43	- 8	--	--	--
Lenoir County	70	76	6	90	63	-27
Madison/Mayodan	--	--	--	75	46	-29
Martin County	55	50	- 5	45	45	0
Maxton City	90	194	104	50	54	4
Nash County	142	148	6	60	0	-60*
Northampton County	200	147	-53	90	91	1

TABLE XII
(Continued)

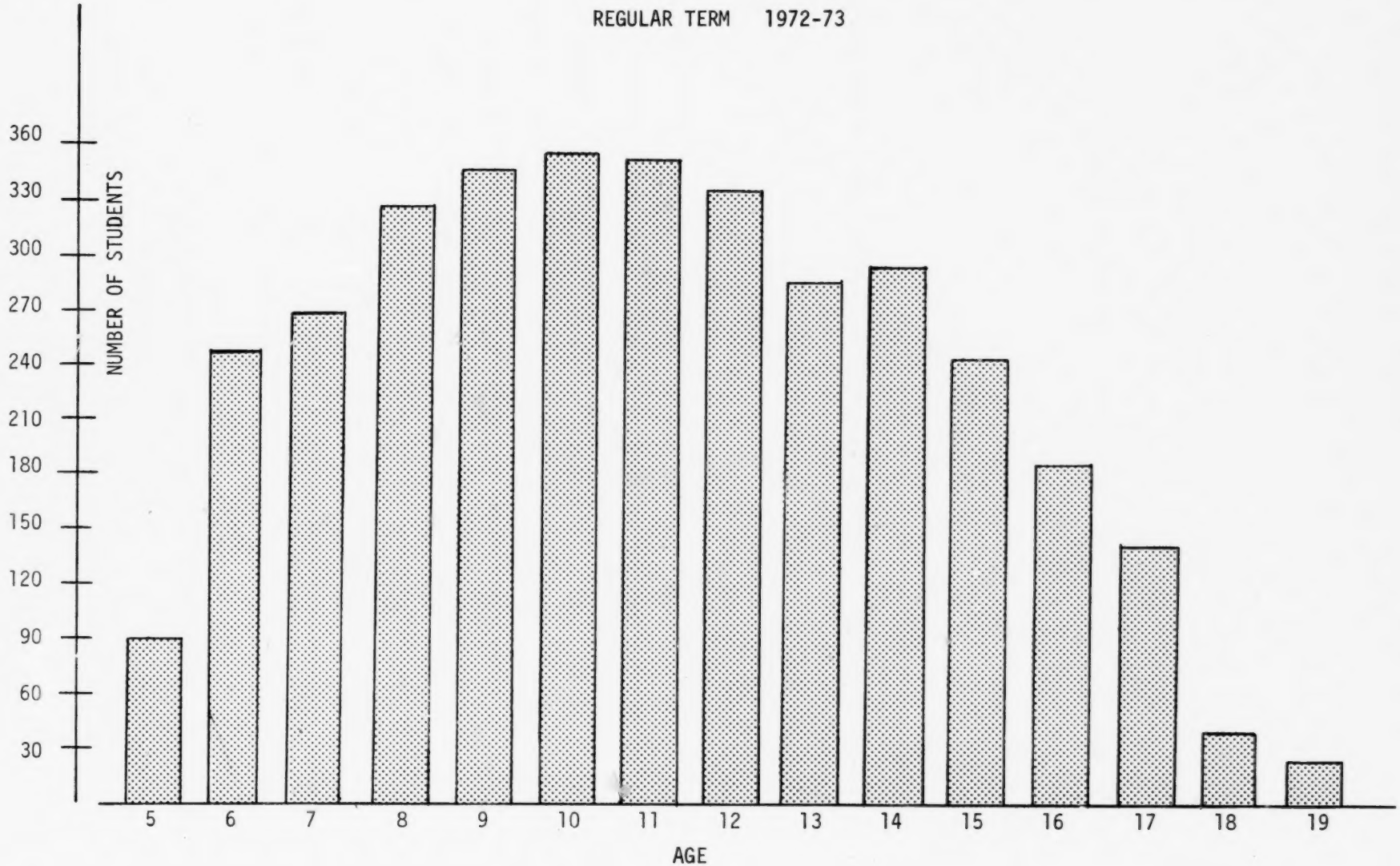
LEA	Regular Term 1972-73			Summer 1973		
	Expected	Actual	Difference	Expected	Actual	Difference
Pamlico County	--	--	--	45	3	-42*
Pasquotank County	132	141	8	171	150	-21
Pitt County	90	76	-14	175	106	-69
Robeson County	218	212	- 6	180	177	- 3
Sampson County	134	123	-11	170	199	29
Transylvania County	--	--	--	25	25	0
Wake County	--	--	--	100	100	0
Washington County	100	117	17	87	68	-19
Wayne County	45	48	3	70	99	29
Wilson County	83	164	81	65	87	22
TOTAL ENROLLMENTS		3,492			2,622	

*These summer projects were terminated after the recruiting phase.

Figure V

ENROLLMENT BY AGE

REGULAR TERM 1972-73



supplementary instruction both within the school setting and in the homes of the students. In all other projects the supplemental instruction took place within the school. Some tutoring was done within the classrooms, but in most instances, the migrant staff worked with an average of about seven students per period in school space set aside for this activity. There was quite a range in the quality of the facilities available for these activities -- from shared office space to elaborately equipped learning labs. Lack of suitable space was the most common reported weakness of the program. Frequently the time required for the tutor to travel between schools also showed up as a weakness.

Teacher-pupil ratios were reported by each project. Regular term ratios have not been repeated in this report since only the instructional ratios (from 1:1 to 1:15) are considered meaningful. It is important, however, to note that direct instructional services may not reach all of the students enrolled over the course of a year's operation. It should be recognized, however, that titles, like sterotypes, may be misleading. Many of the personnel listed as directors/counselors in Table III perform instruction as well as project management and service coordination functions. The service coordination function can be quite extensive in schools where the resources are available. Students in Wayne County received psychological services through this type of coordination. College students served as volunteer tutors in Harnett County. Services of reading specialists were focused on the migrant students in some counties. Screening by the local Mental Health Agency in Hertford County resulted in the discovery that some of the migrant students were eligible for special education classes.

Standardized testing by regular term projects was increased during the 1972-73 school year. Tables X and XI and Figure VII reflect the attempt to summarize these results for the state evaluation. On the average, this sample of the migrant students is exhibiting gains on these instruments which approximate one-half year over a span of seven months. Naturally, their "deficiency" becomes greater as they progress through the grades. Most of the projects reporting pre and post test data interpreted the gains as project success. Since there was no data for comparable "non-project" students, this conclusion is subject to doubt. Several current projects submitted objectives written in terms of student outcomes reflected by various types of objective measures, e.g., 75% of all migrant students in grades four through seven will show an improvement in their computational skills as a result of the tutorial mathematics instruction as measured by the Sequential Test of Educational Progress. The results of this type of measurement indicate that most of the migrant students are obtaining low positive gains in achievement. This type of measurement has much to recommend it since a project history can be used to establish a standard against which future progress can be judged.

Practically all local evaluation reports indicate successful project accomplishments. State evaluative visits suggest that there is some halo effect in this conclusion. Test scores tend to be more conservative than either of the other measures. There is some agreement, however, on the common elements of the more successful projects -- awareness of the purpose of the project by the LEA administrative staff and the school principal, a concentration on basic remedial needs as determined by some type of diagnostic measure, at least one certified teacher on the migrant staff, close working relationships with the regular classroom teachers, active coordination of services to migrants from other agencies, comprehensive local inservice training, and adequate facilities for small group instruction.

The three problems cited most often as handicaps to successful results are: lack of inservice training and consultant help from all levels, insufficient coordination of the migrant program with the regular school personnel and the time required to travel between schools because of the dispersion of the migrant students.

Elementary Summer Projects

Reports indicate that the best of the North Carolina Elementary summer projects exceed both the regular school term projects and the secondary summer projects in generating educational returns for time spent. These projects have the advantages of very adequate staffing, increasing access to facilities, equipment, and materials owned by the schools, flexibility of schduling, few curriculum restrictions, increasing LEA and public support, and the benefits of state sponsored staff development activities.

Three LEAs which operated elementary projects in previous years did not participate in the program this year. Two were closed due to lack of enrollments; the other discontinued its project because of local pressures exerted upon school officials. Other than these three, the same LEAs conducted migrant education as in the past projects.

Generally those projects judged as "best" have been able to provide definite cognitive gains, measured in various ways, in basic skills areas while providing enrichment, entertainment or recreational activities as an adjunct or in direct support of the basic remedial instruction. As in the past, these results are supported by site team reports, local self-evaluations, growth sheets and a few test results. Several units added or improved diagnostic or criterion based instruction this year. One unit, Carteret County, did a complete shift from a "home-at-school," open classroom operation to a criterion approach with a fairly elaborate local monitoring and assessment system. Although the project was plagued with early withdrawals, teachers were able to document progress for students who attended as few as three days. Robeson County, which operated a home-based tutorial program has continued to use the R. C. A. Criterion Reading Assessment Program as a basis for language arts instruction. This system appears to give a needed structure to the home tutoring. As did some other North Carolina programs, Robeson used some of the exercises for direct instruction. Although this adds nothing to evaluation, it is seen as a most effective instructional method.

For the state as a whole, the most significant accomplishment for summer projects was the increased offerings and accomplishments in math instruction. At least some of this is attributed to the emphasis on mathematics at the state staff development conference. Another state concern was in active solicitation of parental interest in projects. Most of the projects increased the contacts with parents. Bertie County made exceptional progress in this area.

Other areas of notable state-wide accomplishments were limited to the mechanics of project operation and increased support from the local school administrative staff. Individual project progress was most evident in several projects which had experienced serious problems in one or more areas in the past (community disapproval, lack of commitment of school officials, leadership problems, over-emphasis on affective areas, etc.). By the end of this summer less than 10 percent of the North Carolina projects were still operating under severe handicaps imposed by local conditions.

Overall it might be observed that North Carolina's Summer Elementary Projects made no major changes in their goals and techniques this season. Fortunately, most projects are having positive effects on their students. On the other hand 1974 may be considered as an opportunity to introduce new concepts and restructure the staff development activities. It might prove beneficial to expose all levels of North Carolina project management to some of the best program offerings from other Atlantic Coast States.

Secondary Summer Projects

The state wide accomplishments of secondary summer projects continue to be found in the area of project operation and management. Other than the three secondary components of

elementary projects which failed to materialize this season, all North Carolina secondary projects were operational during the hours when the migrant youth were not in the fields, had generally well developed service components, provided appealing and abundant meals, and were operated in more and better facilities. Many of the public relations and staffing problems generated by evening and weekend operations have been solved and, on the average, recruitment of secondary students is quite adequate.

In the project offerings, vocational instruction, crafts and similar manipulative offerings have increased significantly. Although in free choice situations, these offerings still cannot compete with sports activities, it has been found that a reasonable mixture of the two areas is sufficient to generate quite good attendance and participation.

As secondary summer projects become more appealing to the migrant youth and more acceptable to the local community, consultants and state personnel frequently suggest attempts to strengthen the basic educational components and guidance activities of the projects. Most secondary projects operate reading rooms and provide the most interesting materials they have in the form of films, tapes, slides and other instructional media. Interest in these offerings is still minimal. The "best" projects are able to obtain direct classroom learning only through rewards or "trade-offs" where a student participates in the learning activities in order to obtain the privilege of participating in activities such as sports, arts and crafts and field trips.

STATE MANAGEMENT

The Legislative mandate for state migrant programs is:

> *"To establish programs and projects designed to meet the special educational needs of migratory children of migratory agricultural workers and to coordinate these programs and projects with similar programs in other states."*

The phase "to establish" describes the primary function of the state office. North Carolina's response to this mandate is to administer projects "indirectly" through the local educational agencies in all areas of the state where there are concentrations of eligible migrant youth. Since migrant projects are not the most popular school offerings in some areas of the state, considerable state efforts are devoted to establishing programs. Figure III illustrates the effect of state attention to the identification of eligible migrant youth. In 1972 joint state-LEA surveys identified significantly more students than had been identified by the LEAs alone.

An equally important task of the state staff isthe monitoring of established projects to insure that legal requirements and guidelines are followed. Eligibility and proper enrollment are very important and should remain a major concern of this monitoring process.

Other than reluctance on the part of some school units to implement migrant projects, the above function of the state migrant staff does not differ significantly from other state funded school projects. Even though all North Carolina projects are operated "indirectly" through LEAs, the state has assumed considerable responsibility and influence over the instructional program. Some of this responsibility is a result of legislation. Another strong influence is the relatively small size of North Carolina projects (only one LEA has a full time year-round coordinator), and the short span of the summer projects.

Currently about half of the steps necessary to initiate a project are joint responsibilities of the state consultants and LEA "contact persons." Of most concern to this evaluation is how state management procedures directly affect the quality of the instructional program. The state has the total responsibility for operation of the Grifton Migrant Education Center which includes the direct instructional services provided through two mobile auto tune-up units, the migrant student record transfer system terminals and a film distribution service for migrant projects. Within the limits of children served, the auto tune-up course has proved an effective means of providing a type of instruction which appeals to most secondary migrant youth. This operation is especially advantageous where facilities and equipment are not available for migrant use. The instruction has the disadvantage, however, of relative isolation from the rest of a student's studies.

At its current stage of development, the record transfer system appears to be more of a service function of a "national migrant program" than an aid to teachers in classrooms. It would be quite enlightening to compare the considerable training in how to put information into the system with the paucity of training in the use of such information.

The film library provides a useful service to many of the units without extensive film holdings. It is with some concern that this evaluation notes a significance absence of curricular materials other than films, both the Center and in the state office. Critical apprasial of instructional materials would seem one reasonable means of meeting the special education needs of the migrant child.

Direct state input into each project begins when the state consultant and the LEA "contact person" jointly develop plans for program activities (and a budget for implementation). Since it is likely that the LEA proposal writer will not be directly involved in implementation, a number of procedures have been implemented to assure continuity and project improvement. A planning team is required. The contact person is kept informed by program monitors. The evaluation which the state prepares for each project is made available in both tape and printed form.

Other state inputs are made when the submitted proposal is reviewed by a team which may include, but is not limited to, the consultant who initiated the project.

While the process just described certainly has significant bearing on the instruction, it is likely that more changes occur as a result of the monitoring/evaluation/technical assistance. A three or four member team of state and local consultants observe the actual operation in light of local and state objectives and interact directly with all staff. Quite a number of improvements can result from these conferences. A few projects have been completely "turned around" or terminated as a direct result. This process is highly refined with respect to summer projects. Regular term projects could probably benefit from an expansion of technical assistance activities during the school year. Two means are currently available for further improvement of this process. Training for site teams could be expanded in materials availability and teams competencies could be better matched to project needs.

The final source of state input into instruction lies with the annual staff development conference. This evaluation, as well as others, have noted that conference inputs can be observed within project operations. Past conferences, however, have been oriented toward management and summer projects. If a separate conference is impossible, then there is a real need to strengthen the offerings for regular term projects within the existing pattern.

Although considerable exchange of awareness materials are exchanged, North Carolina's program is not really coordinated with those in other states in a national or regional curriculum. In light of the legislative mandate it would seem that there are a number of ways in which this should be improved. This may, however, be more a national than a North Carolina problem.

It would seem that state management should be most concerned with: opening new programs, effective monitoring of existing programs, instructional improvement through materials, improved inservice for teachers and consultants who play such a major role in the program and improved efficiencies in existing tasks.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

SUMMARY

All information available for this evaluation indicates that the North Carolina Migrant Education Program is quite adequately meeting legislative requirements and the national migrant objectives of the North Carolina program. Successful and even outstanding project practices have been noted within the elementary summer projects. Secondary summer projects all currently have offerings and hours of operation which stimulate interest and attendance of the migrant youth who follow North Carolina's tobacco crop. These projects have also been able to shift their emphasis from recreation and a variety of services to some form of vocational instruction.

Analysis reveals that, on the average, migrant students enrolled in the regular school term projects are gaining at the rate of five school months on standardized achievement tests over a seven month instructional period. It has been suggested, however, that more evaluative and inservice attention be focused upon these regular term projects.

There may well be an overemphasis on needs and recommendations in this 1973 evaluation. The current design of a cooperative evaluation has, however, increased the emphasis on evaluation as a management tool for project improvement.

RECOMMENDATIONS

For the past several years the evaluation of the North Carolina Migrant Program has held the improvement of the program as a major goal. The 1973 evaluation differs from past evaluations in two ways: (1) an attempt was made to "balance" the report by increasing the emphasis on regular term programs and (2) the responsibility of evaluating the program was divided among the migrant consultants and the evaluators from the Division of Research.

The increased state level involvement in the evaluation has facilitated a wide range of suggestions and recommendations for program improvement. As in the past each recommendation has been carefully considered in terms of the scope of the evaluation and possibilities of program improvement.

Implementation of the following recommendations should be beneficial. Hopefully these recommendations are consistent with the plans for the evaluations as these plans were developed approximately eight months ago.

Increasing Effectiveness of Instruction

1. *Stress the use of the criterion approach as a means of improving both instruction and needs assessment.*

For migrant programs, a tremendous advantage of the criterion approach is the provision of rapid feedback to both the teacher and the student. The teacher has more than just a subjective feeling as to the success of her methods with each individual child. Robeson County discovered this year that the criterion approach could improve instruction in a tutorial setting. Carteret County found a different criterion approach very advantageous in operating a school based program for a very short time.

It should not be overlooked that the criterion approach can also be used to add specifics to a generalized needs assessment which is completed prior to the arrival of the students.

2. *Secondary projects should continue to search for new approaches to making meaningful instruction attractive to secondary migrant youth.*

Each state evaluation and some of the best local evaluations reflect a concern that more could be done in the area of basic education in evening and weekend secondary programs. Recreational, vocational and physical educational instruction have been shown to have appeal. Projects should strive for similar success in the basic skills so necessary in our society.

3. *The quality of project proposals should be improved.*

Over the past several years, project descriptions have been improved with the respect to representing the actual activities implemented. Current objectives are considerably more specific than those of a few years ago. Objectives could be improved, however, by increasing their numbers to cover the full range of the project activities and by writing more objectives in terms of outcomes supported by objective data. LEA evaluation plans and objectives should be in harmony and each year's needs assessment should be improved in terms of previous evaluation outcomes.

4. Practices and materials found successful in producing remedial gains in basic instruction within regular school term programs should be identified.

This evaluation has pointed out some of the difficulties of achieving remedial or "extra" gains within regular term programs. The combined effects of very small projects and school day limitations are viewed as distinguishing this program from the summer migrant program. Some regular term practices seem to be more effective than others. These should be clearly identified and promoted.

Local Educational Agency Management

1. Recruitment and eligibility should be continually emphasized.

It was noted again this year that the idea of searching for migrants and persuading students to attend projects presents some difficulties for professional school personnel. Once a project is operational, attempts should be continued to enroll every eligible child. At the same time it is important that each project staff member clearly understand that migration, not educational or economic deprivation, is the criterion for eligibility.

2. Active efforts should be made by managers of summer migrant projects to involve school principals in the summer program.

There are numerous advantages ranging from additional instructional space and equipment to dissemination which accrue to projects where the principal takes an active interest in the summer program. Project personnel and State consultants should see that principals are fully informed about the programs.

3. All LEA migrant staff should be encouraged to participate in locally sponsored in-service activities and to use some of the extended term days to improve their competence in migrant instruction.

The newly adopted extended term of the North Carolina school year offers LEA migrant personnel the opportunity to supplement their limited inservice and the opportunity to work with the regular teachers who are responsible for the migrant child's accomplishments within the regular state curriculum.

Evaluation Procedures

1. The LEA role in individual project evaluation should be drastically expanded.

Federal reluctance to improve an obsolete form, local desires to rapidly conclude summer operations, and a fairly extensive State evaluation have resulted in some projects taking the attitude of "just answer the questions, the State will worry about the evaluation."

All units are aware that legally they are required to plan for the evaluation of a project prior to its approval. They should be further advised that their subjective and objective measures of the effect of the program in meeting the special educational needs of migrant children should be neglected regardless of forms which may be provided.

This year's experience with test data indicates that, unless better Federal guidelines are forthcoming, the State should provide training and insist that each unit objectively

measure (and report) student progress as a major component of the LEA evaluation.

2. *On-site team effectiveness should be improved.*

The prime criterion for selecting LEA personnel to serve on evaluation teams should be their ability to contribute to the evaluation and to the philosophy of the State migrant program.

In spite of the difficulties of scheduling weekend visits, these should be a requirement for evaluating projects which operate on weekends.

3. *The summer evaluation visitation schedule should be designed so that the State consultants will have sufficient time to schedule additional visits to selected projects for the purpose of providing on-site technical assistance in such program areas as recruitment, advisory committee operations and program management problems.*

The majority of the "flexible visiting time" designed into the 1973 summer schedule was utilized in coordinating visits for out-of-state visitors. This time was only slightly beneficial for improving project effectiveness. It would seem that the local project needs should have more priority on consultants' available time during the summer.

State Management

1. *The State migrant staff should give highest priority to the opening of new programs.*

The responsibility for locating areas of migrant concentrations and establishing projects to serve eligible migrants rests with the North Carolina Department of Public Instruction. Where evidence from other agencies providing agricultural or migrant services indicates sufficient concentrations, the State should actively respond. It should be made clear to local units which may be hesitant in identifying migrants or opening programs that such activities are "highly encouraged" by the total State agency.

2. *The State should maintain constant emphasis on recruitment and certification of eligibility.*

With a fifty percent turnover of LEA personnel each year, there are always possibilities that some ineligible students will be "picked up." On the other hand, some projects which have enrolled the projected number of migrants exhibit a tendency to terminate recruitment efforts. It would seem the basic concern of any monitoring system to guard against either of these possibilities.

3. *Project proposals should be improved.*

The problem of different project writers and project "implementers" has been addressed in each evaluation. In spite of the progress noted in previous years, there is still a need to improve the evaluation and needs assessment sections of the proposals and to cover all areas of actual operation and applicable objectives.

4. *Technical assistance for regular school term projects should be expanded to include practical instructional training from the migrant staff and consultant specialists.*

In the 1972 evaluation it was noted that staff development activities had resulted in improved summer programs. Regular term programs have yet to register such incremental progress. Since it would be extremely difficult to find time for another conference, monitoring visits should be expanded to include considerably more inputs in the area of direct instruction. It would prove helpful to devote a complete session of the annual conference to the unique requirements of regular school term programs.

5. *Interstate consideration of the migrant student's needs should be encouraged by the State Migrant Office.*

A major indictment of the National Migrant Program is that so little has been accomplished in the area of interstate cooperation. North Carolina should look beyond conferences and make serious efforts to exchange materials and techniques as well as generate LEA staff contacts with projects in other states.

Staff Development - Inservice Training

1. *The annual staff development conference should be expanded in scope and in inputs.*

Evaluators have attributed some of the continued improvements in programs to conference offerings. The general status of programs now seems to be such that limitation of the conference areas to topics of widest interest will become inefficient.

A wider variety of topics seems to be indicated -- even topics which address themselves to the specific needs of only a few of the projects. Areas of common concern which are limited to only a few staff members should be considered. A prime example is the provision of health services in projects which do not have access to the services of the school nurse. The "how to" of implementing suggestions of parent advisory committees should have some appeal. Science as motivation to read is a possible topic. The number of consultant experts should be expanded as topics are expanded.

2. *Dissemination packages making use of visual and aural media as well as printed information should be prepared for use by the LEA migrant staff.*

It is probable that the N. C. inter-project exchange of information by conversations and presentations has reached the point of diminishing returns. Recognizing the difficulties of scheduling state-wide inservice activities, especially during the regular school year, the state has used a variety of media for inservice in record transfer transactions and feedback of state evaluation findings. It would seem highly desirable to use the same techniques in areas which might include:

(a) performance objectives

(b) needs assessment

(c) setting up a useful parent advisory council

(d) diagnosis and remediation techniques

(e) recruitment

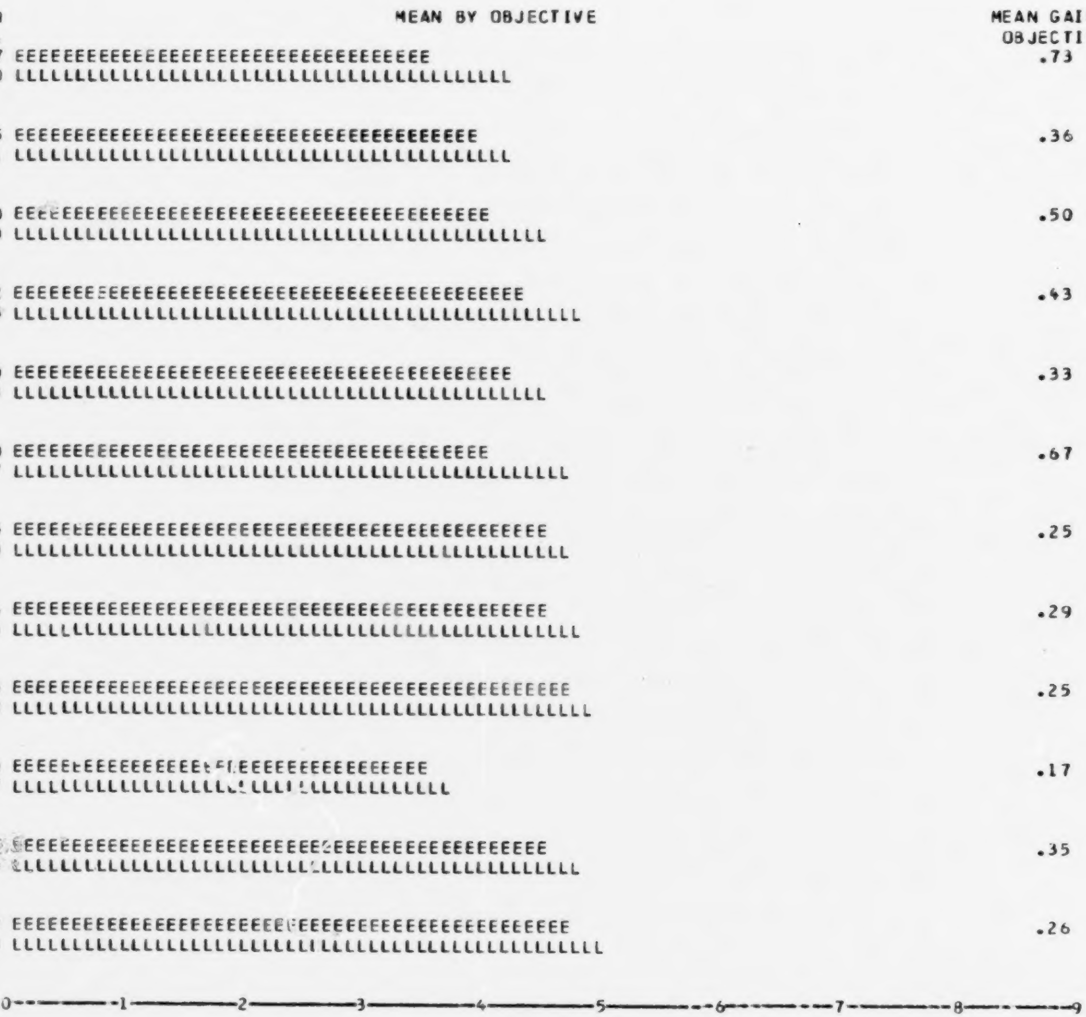
(f) evaluation

APPENDIX

GROWTH SHEET RESULTS

REGULAR SCHOOL TERM

BERTIE



OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	45	3.47	.73
	46	4.20	
ORAL LANGUAGE	48	3.85	.36
	48	4.21	
MATHEMATICS	46	4.00	.50
	46	4.50	
SCIENCE	28	4.32	.43
	28	4.75	
SOCIAL STUDIES	30	4.20	.33
	30	4.53	
CREATIVE ARTS	3	4.00	.67
	3	4.67	
SELF CONCEPT	47	4.45	.25
	47	4.70	
PHYSICAL DEVELOPMENT	48	4.46	.29
	48	4.75	
SOCIAL DEVELOPMENT	48	4.65	.25
	48	4.90	
EMOTIONAL DEVELOPMENT	6	3.50	.17
	6	3.67	
GENERAL HEALTH	[illegible]	4.49	.35
	[illegible]	4.84	
PHYSICAL ED. SKILLS	43	4.72	.26
	43	4.98	

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

BLADEN

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OBJECTIVE NO. OF MEAN                        MEAN BY OBJECTIVE                                MEAN GAIN BY
         STUDENTS AVG.                                                                        OBJECTIVE
READING        51  3.35 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                        .79
ABILITY        51  4.14 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               51  5.04 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL           51  3.18 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                          .86
LANGUAGE       51  4.04 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               51  5.04 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

MATHEMATICS    51  3.02 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                            .82
               51  3.84 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               51  4.98 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SCIENCE        42  3.21 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                          .89
               42  4.10 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               42  5.02 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL         47  3.38 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                        .81
STUDIES        47  4.19 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               47  5.15 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT   51  4.53 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                             .39
               51  4.92 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               51  5.45 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL       51  4.92 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                         .14
DEVELOPMENT    51  5.06 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               51  5.76 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL         51  4.65 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                           .39
DEVELOPMENT    51  5.04 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               51  5.71 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

EMOTIONAL      51  4.84 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                          .24
DEVELOPMENT    51  5.08 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               51  5.55 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

GENERAL        51  5.00 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                        .02
HEALTH         51  5.02 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               51  5.12 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL ED.   51  4.71 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                           .56
SKILLS         51  5.27 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               51  5.88 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

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   EEE = ENTERING
   LLL = LEAVING
   PPP = POTENTIAL
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CAMDEN

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 OBJECTIVE NO. OF MEAN                       MEAN BY OBJECTIVE                                  MEAN GAIN BY
          STUDENTS AVG.                                                                          OBJECTIVE
READING       50   3.28 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                          1.64
ABILITY       50   4.92 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              50   5.06 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL          50   3.44 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                         1.44
LANGUAGE      50   4.88 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              50   5.08 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

MATHEMATICS   33   2.94 EEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                              1.51
              33   4.45 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              33   4.70 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT  50   3.88 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                    1.26
              50   5.14 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              50   5.44 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL        50   3.84 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                     1.32
DEVELOPMENT   50   5.16 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              50   5.34 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

EMOTIONAL     50   3.96 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                   1.44
DEVELOPMENT   50   5.40 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              50   5.48 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

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   EEE = ENTERING
   LLL = LEAVING
   PPP = POTENTIAL
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CARTERET

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	22	2.64	EEE	1.31
	22	3.95	LLL	
	22	6.00	PPP	
ORAL LANGUAGE	7	3.29	EEE	1.57
	7	4.86	LLL	
	7	6.86	PPP	
MATHEMATICS	22	2.55	EEE	1.36
	22	3.91	LLL	
	22	5.82	PPP	
SCIENCE	19	3.26	EEE	1.32
	19	4.58	LLL	
	19	6.32	PPP	
SOCIAL STUDIES	10	3.20	EEE	1.10
	10	4.30	LLL	
	10	6.00	PPP	
SELF CONCEPT	22	5.64	EEE	1.31
	22	6.95	LLL	
	22	8.41	PPP	
PHYSICAL DEVELOPMENT	22	5.09	EEE	1.23
	22	6.32	LLL	
	22	7.82	PPP	
SOCIAL DEVELOPMENT	22	5.27	EEE	1.18
	22	6.45	LLL	
	22	7.86	PPP	
EMOTIONAL DEVELOPMENT	22	5.45	EEE	1.32
	22	6.77	LLL	
	22	8.05	PPP	
GENERAL HEALTH	22	6.82	EEE	.59
	22	7.41	LLL	
	22	8.18	PPP	
PHYSICAL ED. SKILLS	22	6.41	EEE	1.23
	22	7.64	LLL	
	22	8.82	PPP	

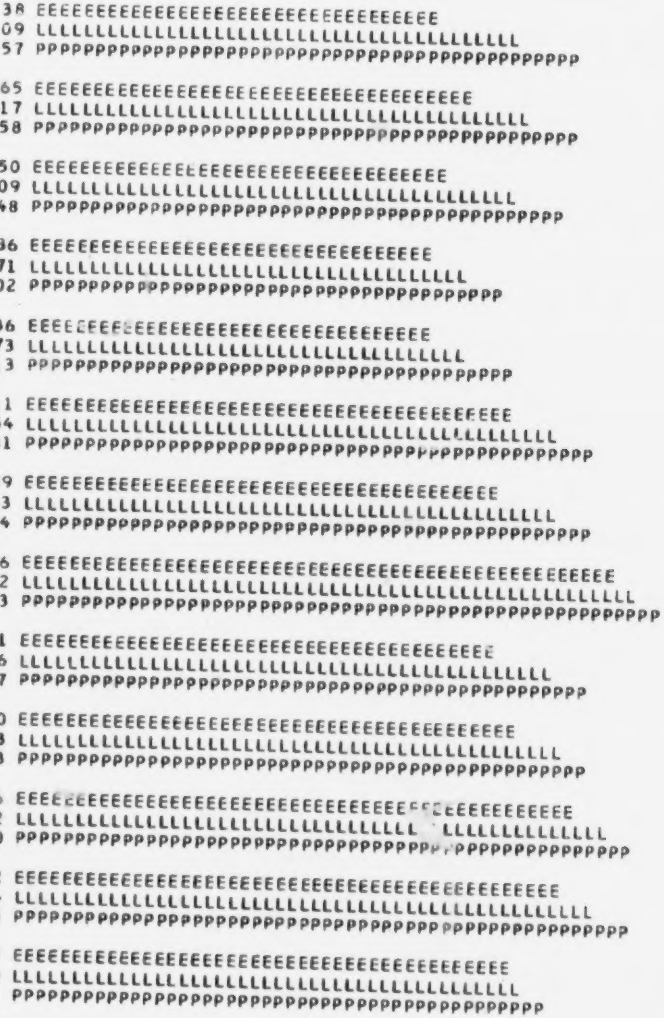
0——1——2——3——4——5——6——7——8——9

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

COLUMBUS

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	152	3.38	.71
	152	4.09	
	152	4.57	
ORAL LANGUAGE	162	3.65	.52
	162	4.17	
	161	4.58	
MATHEMATICS	160	3.50	.59
	160	4.09	
	160	4.48	
SCIENCE	154	3.36	.35
	154	3.71	
	154	4.02	
SOCIAL STUDIES	154	3.36	.37
	154	3.73	
	154	4.13	
CREATIVE ARTS	158	4.11	.43
	158	4.54	
	156	4.81	
SELF CONCEPT	162	3.99	.54
	161	4.53	
	161	4.84	
PHYSICAL DEVELOPMENT	162	4.96	.26
	162	5.22	
	162	5.43	
SOCIAL DEVELOPMENT	162	4.01	.45
	162	4.46	
	162	4.77	
EMOTIONAL DEVELOPMENT	162	4.20	.43
	162	4.63	
	162	4.83	
GENERAL HEALTH	162	4.74	.28
	162	5.02	
	162	5.20	
PHYSICAL ED. SKILLS	158	4.62	.32
	158	4.94	
	157	5.23	
OCCUPATIONAL SKILLS	71	4.15	.15
	69	4.30	
	70	4.51	



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EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

DUPLIN

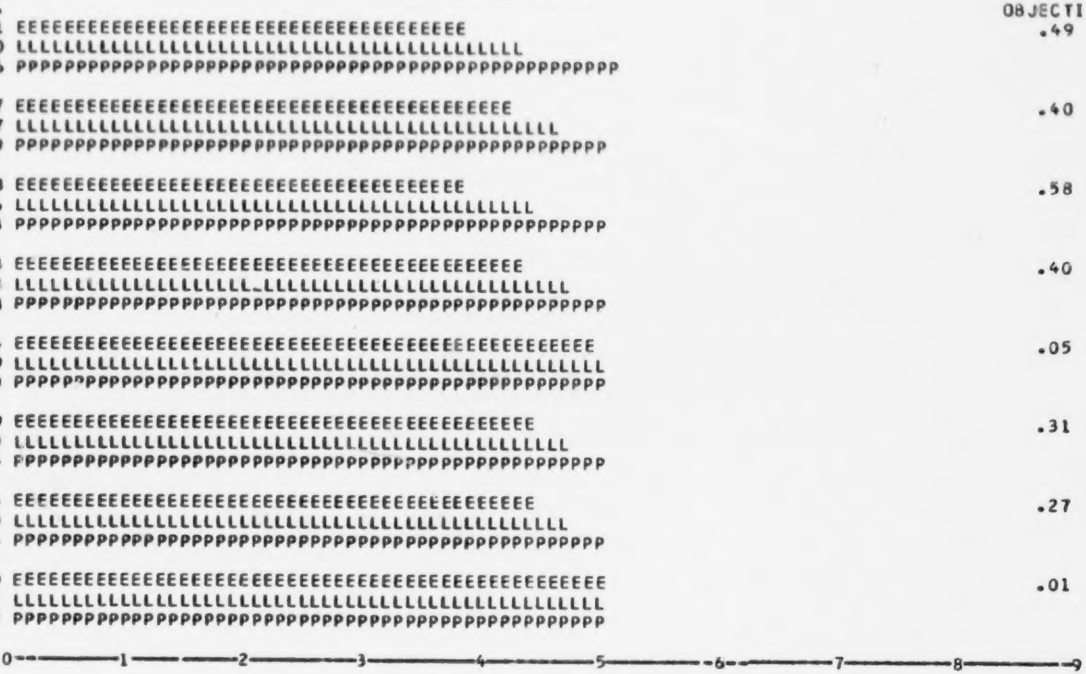
MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	72	3.54	.18
	72	3.72	
	16	4.19	
ORAL LANGUAGE	72	3.65	.48
	71	4.13	
	16	4.19	
MATHEMATICS	71	3.37	.80
	72	4.17	
	20	4.60	
SCIENCE	72	3.57	.71
	72	4.28	
	19	3.95	
SOCIAL STUDIES	59	3.61	.76
	27	4.37	
	16	4.19	
CREATIVE ARTS	72	4.19	.32
	71	4.51	
	16	4.44	
SELF CONCEPT	72	4.22	.46
	72	4.68	
	16	5.13	
PHYSICAL DEVELOPMENT	72	4.96	.19
	72	5.15	
	15	5.40	
SOCIAL DEVELOPMENT	72	4.35	.38
	71	4.73	
	16	5.25	
EMOTIONAL DEVELOPMENT	72	4.36	.38
	72	4.74	
	14	5.07	
GENERAL HEALTH	72	5.18	.10
	72	5.28	
	11	5.55	
PHYSICAL ED. SKILLS	56	5.04	.42
	24	5.46	
	9	5.11	
OCCUPATIONAL SKILLS	34	3.91	1.09
	9	5.00	

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

EDGECOMBE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN [illegible] OBJECTIVE
READING ABILITY	162	3.81		.49
	162	4.30		
	162	5.06		
ORAL LANGUAGE	162	4.17		.40
	162	4.57		
	162	4.99		
MATHEMATICS	162	3.78		.58
	162	4.36		
	162	5.03		
SELF CONCEPT	162	4.23		.40
	162	4.73		
	162	4.98		
PHYSICAL DEVELOPMENT	162	4.94		.05
	162	4.99		
	162	5.00		
SOCIAL DEVELOPMENT	162	4.39		.31
	162	4.70		
	162	5.04		
EMOTIONAL DEVELOPMENT	162	4.43		.27
	162	4.70		
	162	5.04		
GENERAL HEALTH	161	5.00		.01
	161	5.01		
	161	5.02		



EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

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                                                   FAIRMONT CITY
OBJECTIVE NO. OF MEAN                           MEAN BY OBJECTIVE                                      MEAN GAIN BY
       STUDENTS AVG.                                                                                    OBJECTIVE

MATHEMATICS  156  3.31 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
             155  4.31 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                       1.00
             156  5.30 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT 155  3.90 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
             155  4.65 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                    .75
             155  5.35 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

                       0---------1---------2---------3---------4---------5---------6---------7---------8---------9

   EEE = ENTERING
   LLL = LEAVING
   PPP = POTENTIAL
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GOLDSBORO CITY

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	137	2.20	1.17
	137	3.37	
	137	5.53	
ORAL LANGUAGE	137	2.50	1.10
	137	3.60	
	137	5.55	
MATHEMATICS	137	1.97	1.10
	137	3.07	
	137	5.26	
SELF CONCEPT	137	3.19	1.00
	137	4.19	
	137	5.30	
PHYSICAL DEVELOPMENT	137	4.75	.16
	137	4.91	
	137	5.06	
SOCIAL DEVELOPMENT	137	3.17	.95
	137	4.12	
	137	5.34	
EMOTIONAL DEVELOPMENT	137	3.15	.96
	137	4.11	
	137	5.34	
GENERAL HEALTH	137	4.80	.16
	137	4.96	
	137	5.07	
PHYSICAL ED. SKILLS	137	4.97	.07
	137	5.04	
	137	5.10	

0 - 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

GREENE

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	Bar	MEAN GAIN BY OBJECTIVE
READING ABILITY	131	3.66	EEE	.78
	131	4.44	LLL	
	131	4.92	PPP	
ORAL LANGUAGE	131	3.85	EEE	.58
	131	4.43	LLL	
	131	4.87	PPP	
MATHEMATICS	130	3.48	EEE	.78
	129	4.26	LLL	
	130	4.65	PPP	
SCIENCE	130	3.50	EEE	.69
	130	4.19	LLL	
	130	4.58	PPP	
SOCIAL STUDIES	131	3.70	EEE	.74
	130	4.44	LLL	
	130	4.78	PPP	
CREATIVE ARTS	131	3.92	EEE	.66
	130	4.58	LLL	
	129	5.00	PPP	
SELF CONCEPT	131	3.98	EEE	.76
	131	4.74	LLL	
	131	5.29	PPP	
PHYSICAL DEVELOPMENT	130	4.78	EEE	.56
	130	5.34	LLL	
	129	5.69	PPP	
SOCIAL DEVELOPMENT	131	4.37	EEE	.74
	131	5.11	LLL	
	131	5.62	PPP	
EMOTIONAL DEVELOPMENT	131	4.40	EEE	.58
	131	4.98	LLL	
	130	5.48	PPP	
GENERAL HEALTH	131	5.12	EEE	.48
	131	5.60	LLL	
	129	5.88	PPP	
PHYSICAL ED. SKILLS	130	4.77	EEE	.55
	130	5.32	LLL	
	129	5.74	PPP	
OCCUPATIONAL SKILLS	100	4.08	EEE	.62
	99	4.70	LLL	
	99	5.19	PPP	

0---1---2---3---4---5---6---7---8---9

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

HALIFAX

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	255	4.05	EEE	.35
	247	4.40	LLL	
	241	4.78	PPP	
ORAL LANGUAGE	272	4.04	EEE	.37
	268	4.41	LLL	
	261	4.82	PPP	
MATHEMATICS	269	3.91	EEE	.37
	262	4.28	LLL	
	255	4.71	PPP	
SCIENCE	268	4.00	EEE	.30
	262	4.30	LLL	
	255	4.66	PPP	
SOCIAL STUDIES	267	4.03	EEE	.29
	261	4.32	LLL	
	254	4.69	PPP	
CREATIVE ARTS	266	4.13	EEE	.38
	264	4.51	LLL	
	258	4.90	PPP	
SELF CONCEPT	271	4.18	EEE	.44
	264	4.62	LLL	
	257	5.00	PPP	
PHYSICAL DEVELOPMENT	272	4.69	EEE	.31
	267	5.00	LLL	
	260	5.35	PPP	
SOCIAL DEVELOPMENT	272	4.48	EEE	.34
	267	4.82	LLL	
	259	5.12	PPP	
EMOTIONAL DEVELOPMENT	271	4.44	EEE	.31
	268	4.75	LLL	
	261	5.10	PPP	
GENERAL HEALTH	269	4.79	EEE	.28
	265	5.07	LLL	
	258	5.37	PPP	
PHYSICAL ED. SKILLS	265	4.62	EEE	.40
	261	5.02	LLL	
	251	5.34	PPP	
OCCUPATIONAL SKILLS	102	4.62	EEE	.15
	90	4.77	LLL	
	87	4.87	PPP	

0———1———2———3———4———5———6———7———8———9

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

HARNETT

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OBJECTIVE    NO. OF MEAN                    MEAN BY OBJECTIVE                                          MEAN GAIN BY
             STUDENTS AVG.                                                                                OBJECTIVE
READING       132  2.82 EEEEEEEEEEEEEEEEEEEEEEEEEEEE                                                          .73
ABILITY       134  3.55 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              134  4.44 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL          138  3.31 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                                     .71
LANGUAGE      141  4.02 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              140  4.56 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

MATHEMATICS   131  3.11 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                                       .71
              136  3.82 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              136  4.53 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SCIENCE       116  2.89 EEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                                         .57
              120  3.46 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              120  4.18 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL        129  2.97 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                                        .72
STUDIES       134  3.69 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              134  4.29 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

CREATIVE      121  3.65 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                                 .57
ARTS          123  4.22 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              123  4.61 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT  136  3.96 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                              .64
              141  4.60 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              141  4.99 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL      137  4.90 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                     .16
DEVELOPMENT   142  5.06 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              142  5.15 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL        137  4.14 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                             .54
DEVELOPMENT   142  4.68 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              142  5.08 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

EMOTIONAL     137  4.23 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                            .50
DEVELOPMENT   142  4.73 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              142  4.95 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

GENERAL       137  4.88 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                     .12
HEALTH        142  5.00 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              142  5.07 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL ED.  134  4.70 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                       .38
SKILLS        138  5.08 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              138  5.35 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

OCCUPATIONAL   12  4.58 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                        .06
SKILLS         14  4.64 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               14  5.57 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

                        0---------1---------2---------3---------4---------5---------6---------7---------8---------9

   EEE = ENTERING
   LLL = LEAVING
   PPP = POTENTIAL
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HAYWOOD

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	38	2.92	EEE	1.00
	38	3.92	LLL	
	38	6.03	PPP	
ORAL LANGUAGE	37	2.65	EEE	1.24
	37	3.89	LLL	
	37	6.00	PPP	
MATHEMATICS	40	2.48	EEE	1.12
	40	3.60	LLL	
	40	5.98	PPP	
SELF CONCEPT	42	3.24	EEE	.97
	42	4.21	LLL	
	42	6.10	PPP	
PHYSICAL DEVELOPMENT	43	5.14	EEE	.26
	43	5.40	LLL	
	43	6.37	PPP	
SOCIAL DEVELOPMENT	43	3.26	EEE	1.04
	43	4.30	LLL	
	43	6.00	PPP	
EMOTIONAL DEVELOPMENT	42	3.98	EEE	.57
	42	4.55	LLL	
	42	5.86	PPP	
GENERAL HEALTH	39	5.21	EEE	.12
	39	5.33	LLL	
	39	5.97	PPP	

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HENDERSON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	143	3.99	EEE…	.44
	146	4.43	LLL…	
	137	5.04	PPP…	
ORAL LANGUAGE	141	4.17	EEE…	.33
	143	4.50	LLL…	
	136	5.07	PPP…	
MATHEMATICS	142	3.88	EEE…	.39
	142	4.27	LLL…	
	138	4.85	PPP…	
SCIENCE	138	3.86	EEE…	.37
	138	4.23	LLL…	
	133	4.87	PPP…	
SOCIAL STUDIES	137	3.91	EEE…	.46
	137	4.37	LLL…	
	132	5.04	PPP…	
CREATIVE ARTS	127	4.13	EEE…	.36
	126	4.49	LLL…	
	122	4.99	PPP…	
SELF CONCEPT	135	4.36	EEE…	.43
	134	4.79	LLL…	
	127	5.21	PPP…	
PHYSICAL DEVELOPMENT	140	4.98	EEE…	.27
	142	5.25	LLL…	
	137	5.47	PPP…	
SOCIAL DEVELOPMENT	142	4.32	EEE…	.48
	142	4.80	LLL…	
	137	5.19	PPP…	
EMOTIONAL DEVELOPMENT	141	4.52	EEE…	.44
	141	4.96	LLL…	
	133	5.37	PPP…	
GENERAL HEALTH	141	5.14	EEE…	.12
	141	5.26	LLL…	
	136	5.49	PPP…	
PHYSICAL ED. SKILLS	138	4.82	EEE…	.30
	138	5.12	LLL…	
	136	5.40	PPP…	
OCCUPATIONAL SKILLS	63	4.78	EEE…	.25
	63	5.03	LLL…	
	59	5.29	PPP…	
OTHER	11	4.73	EEE…	.27
	10	5.00	LLL…	
	8	5.13	PPP…	

0---1---2---3---4---5---6---7---8---9

EEE = ENTERING
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HERTFORD

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS*	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	109	3.97	1.00
	109	4.97	
	109	5.83	
ORAL LANGUAGE	107	4.22	.74
	107	4.96	
	107	5.67	
MATHEMATICS	65	3.55	.75
	64	4.30	
	64	5.23	
SCIENCE	29	3.62	.76
	29	4.38	
	29	5.45	
SOCIAL STUDIES	36	3.94	.67
	36	4.61	
	36	5.69	
CREATIVE ARTS	52	3.92	.66
	52	4.58	
	52	5.13	
SELF CONCEPT	87	4.07	.77
	87	4.84	
	87	5.46	
PHYSICAL DEVELOPMENT	88	4.95	.30
	88	5.25	
	88	5.88	
SOCIAL DEVELOPMENT	86	4.27	.53
	85	4.80	
	85	5.44	
EMOTIONAL DEVELOPMENT	88	4.39	.60
	87	4.99	
	87	5.48	
GENERAL HEALTH	86	4.97	.30
	86	5.27	
	86	5.77	
PHYSICAL ED. SKILLS	54	4.33	.60
	54	4.93	
	54	5.44	
OCCUPATIONAL SKILLS	32	4.53	.53
	32	5.06	
	32	5.56	

0---1---2---3---4---5---6---7---8---9

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JOHNSTON

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	34	2.68	1.08
	34	3.76	
	34	5.12	
ORAL LANGUAGE	35	3.14	.83
	35	3.97	
	35	5.11	
MATHEMATICS	32	2.75	1.00
	32	3.75	
	32	5.06	
SCIENCE	16	2.31	1.00
	16	3.31	
	16	4.56	
SOCIAL STUDIES	17	2.29	.83
	17	3.12	
	17	4.41	
CREATIVE ARTS	18	2.94	.67
	18	3.61	
	18	4.89	
SELF CONCEPT	35	3.46	.83
	35	4.29	
	35	5.17	
PHYSICAL DEVELOPMENT	35	4.40	.34
	35	4.74	
	35	5.37	
SOCIAL DEVELOPMENT	35	3.46	.91
	35	4.37	
	35	5.31	
EMOTIONAL DEVELOPMENT	34	3.47	.77
	34	4.24	
	34	5.18	
GENERAL HEALTH	35	4.20	.46
	35	4.66	
	35	5.29	
PHYSICAL ED. SKILLS	17	3.71	.47
	17	4.18	
	17	4.94	

0---1---2---3---4---5---6---7---8---9

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KINSTON CITY

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	13	3.92	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.46
ABILITY	13	4.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	12	4.58	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL	14	4.57	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.14-
LANGUAGE	14	4.43	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	13	4.69	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	13	3.77	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.46
	13	4.23	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	12	4.42	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	13	4.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.15
	13	4.15	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	12	4.33	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	13	4.15	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.02
STUDIES	12	4.17	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	11	4.45	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE	13	3.69	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.06
ARTS	12	3.75	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	11	4.09	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	14	4.29	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.07
	14	4.36	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	13	4.46	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL	14	4.64	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.07
DEVELOPMENT	14	4.71	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	12	4.75	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	14	4.71	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
DEVELOPMENT	14	4.71	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	13	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL	14	4.68	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.21
DEVELOPMENT	14	4.64	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	13	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL	14	4.79	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.42
HEALTH	14	5.21	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	13	5.31	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED.	13	4.69	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.00
SKILLS	13	4.69	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	12	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL	8	4.50	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.50
SKILLS	8	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	8	5.25	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

0----------1----------2----------3----------4----------5----------6----------7----------8----------9

EEE = ENTERING
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SCOTLAND

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OBJECTIVE NO. OF MEAN                          MEAN BY OBJECTIVE                                        MEAN GAIN BY
       STUDENTS AVG.                                                                                     OBJECTIVE

SELF CONCEPT   6  3.67 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                                1.66
               6  5.33 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               6  6.33 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

OCCUPATIONAL  35  3.97 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                             1.80
SKILLS        35  5.77 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              35  6.66 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

                      0---------1---------2---------3---------4---------5---------6---------7---------8---------9

   EEE = ENTERING
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   PPP = POTENTIAL
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LENOIR

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	59	3.69	1.06
	59	4.75	
	59	5.54	
ORAL LANGUAGE	60	3.90	1.00
	60	4.90	
	60	5.72	
MATHEMATICS	51	4.16	.80
	51	4.96	
	51	5.61	
SCIENCE	41	3.90	.83
	41	4.73	
	41	4.98	
SOCIAL STUDIES	51	4.02	.71
	51	4.73	
	51	5.08	
CREATIVE ARTS	40	4.25	1.00
	40	5.25	
	40	5.93	
SELF CONCEPT	58	4.22	.87
	58	5.09	
	58	5.79	
PHYSICAL DEVELOPMENT	60	5.03	.47
	60	5.50	
	47	6.06	
SOCIAL DEVELOPMENT	59	4.44	.76
	59	5.20	
	58	5.90	
EMOTIONAL DEVELOPMENT	58	4.31	.85
	58	5.16	
	57	5.75	
GENERAL HEALTH	58	4.97	.25
	58	5.22	
	45	5.33	
PHYSICAL ED. SKILLS	37	4.78	1.25
	37	6.03	
	37	6.84	
OCCUPATIONAL SKILLS	12	5.42	.91
	12	6.33	
	12	7.25	

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MARTIN

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	34	3.03	EEE	.54
	37	3.57	LLL	
	37	4.14	PPP	
ORAL LANGUAGE	39	3.33	EEE	.67
	41	4.00	LLL	
	40	4.30	PPP	
MATHEMATICS	35	2.97	EEE	.69
	38	3.66	LLL	
	38	4.05	PPP	
SCIENCE	33	3.09	EEE	.35
	34	3.44	LLL	
	34	3.76	PPP	
SOCIAL STUDIES	33	2.91	EEE	.18
	32	3.09	LLL	
	32	3.50	PPP	
CREATIVE ARTS	33	3.64	EEE	.45
	33	4.09	LLL	
	34	4.38	PPP	
SELF CONCEPT	38	3.47	EEE	.66
	38	4.13	LLL	
	38	4.42	PPP	
PHYSICAL DEVELOPMENT	40	4.55	EEE	.19
	38	4.74	LLL	
	38	4.87	PPP	
SOCIAL DEVELOPMENT	40	3.55	EEE	.58
	38	4.13	LLL	
	39	4.46	PPP	
EMOTIONAL DEVELOPMENT	40	3.53	EEE	.60
	39	4.13	LLL	
	38	4.47	PPP	
GENERAL HEALTH	41	4.98	EEE	.05
	39	5.03	LLL	
	38	5.05	PPP	
PHYSICAL ED. SKILLS	32	4.00	EEE	.09
	32	4.09	LLL	
	32	4.50	PPP	
OCCUPATIONAL SKILLS	3	4.67	EEE	.33
	3	5.00	LLL	
	3	5.00	PPP	

0——1——2——3——4——5——6——7——8——9

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MAXTON CITY

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	94	3.93	EEE	1.17
	94	5.10	LLL	
	94	6.74	PPP	
ORAL LANGUAGE	94	4.13	EEE	.88
	94	5.01	LLL	
	94	6.83	PPP	
MATHEMATICS	94	3.62	EEE	.75
	94	4.37	LLL	
	94	6.49	PPP	
SCIENCE	94	3.39	EEE	.71
	94	4.10	LLL	
	94	6.50	PPP	
SOCIAL STUDIES	94	3.47	EEE	.64
	94	4.11	LLL	
	94	6.52	PPP	
CREATIVE ARTS	94	4.[illegible]	EEE	1.09
	94	5.39	LLL	
	94	7.03	PPP	
SELF CONCEPT	94	4.91	EEE	.89
	94	5.80	LLL	
	94	7.00	PPP	
PHYSICAL DEVELOPMENT	94	5.14	EEE	.36
	94	5.50	LLL	
	94	6.74	PPP	
SOCIAL DEVELOPMENT	94	4.82	EEE	.49
	94	5.31	LLL	
	94	6.69	PPP	
EMOTIONAL DEVELOPMENT	94	4.88	EEE	.44
	94	5.32	LLL	
	94	6.67	PPP	
GENERAL HEALTH	94	5.07	EEE	.31
	94	5.38	LLL	
	94	6.64	PPP	
PHYSICAL ED. SKILLS	94	4.97	EEE	.54
	94	5.51	LLL	
	94	6.78	PPP	
OCCUPATIONAL SKILLS	94	4.04	EEE	1.43
	94	5.47	LLL	
	94	6.79	PPP	
OTHER	94	4.80	EEE	1.09
	94	5.89	LLL	
	94	7.07	PPP	

Scale: 0 — 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9

EEE = ENTERING
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PPP = POTENTIAL

Note: these results are based on approximately one-half of the Maxton enrollment. The remainder of these Growth Sheets were eliminated in the state data handling.

NASH

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	144	3.92	.65
	144	4.57	
	144	5.42	
ORAL LANGUAGE	144	3.97	.60
	144	4.57	
	144	5.33	
MATHEMATICS	144	3.88	.75
	144	4.63	
	144	5.46	
SCIENCE	144	3.78	.56
	144	4.34	
	144	5.14	
SOCIAL STUDIES	144	3.90	.54
	144	4.44	
	144	5.22	
CREATIVE ARTS	144	4.21	.53
	144	4.74	
	144	5.38	
SELF CONCEPT	144	4.17	.49
	143	4.66	
	143	5.41	
PHYSICAL DEVELOPMENT	144	4.81	.26
	144	5.07	
	144	5.58	
SOCIAL DEVELOPMENT	144	4.65	.32
	144	4.97	
	144	5.50	
EMOTIONAL DEVELOPMENT	144	4.59	.42
	144	5.01	
	144	5.54	
GENERAL HEALTH	144	4.86	.29
	144	5.15	
	144	5.64	
PHYSICAL ED. SKILLS	144	4.77	.36
	144	5.13	
	144	5.66	
OCCUPATIONAL SKILLS	115	4.58	.39
	115	4.97	
	115	5.64	

0——1——2——3——4——5——6——7——8——9

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NORTHAMPTON

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	114	3.50	EEE	.97
	114	4.47	LLL	
	114	5.20	PPP	
ORAL LANGUAGE	120	3.85	EEE	.93
	120	4.78	LLL	
	120	5.50	PPP	
MATHEMATICS	117	3.50	EEE	.96
	117	4.46	LLL	
	116	5.12	PPP	
SCIENCE	105	3.44	EEE	.86
	105	4.30	LLL	
	105	4.94	PPP	
SOCIAL STUDIES	76	3.83	EEE	.87
	76	4.70	LLL	
	75	5.33	PPP	
CREATIVE ARTS	99	4.05	EEE	.76
	97	4.81	LLL	
	96	5.49	PPP	
SELF CONCEPT	117	4.13	EEE	.87
	117	5.00	LLL	
	113	5.44	PPP	
PHYSICAL DEVELOPMENT	115	4.79	EEE	.43
	116	5.22	LLL	
	113	5.55	PPP	
SOCIAL DEVELOPMENT	116	4.37	EEE	.70
	116	5.07	LLL	
	112	5.48	PPP	
EMOTIONAL DEVELOPMENT	116	4.34	EEE	.80
	116	5.14	LLL	
	112	5.62	PPP	
GENERAL HEALTH	116	4.96	EEE	.35
	117	5.31	LLL	
	110	5.64	PPP	
PHYSICAL ED. SKILLS	106	5.03	EEE	.64
	107	5.67	LLL	
	105	6.02	PPP	
OCCUPATIONAL SKILLS	25	4.72	EEE	.55
	26	5.27	LLL	
	25	5.56	PPP	

0———1———2———3———4———5———6———7———8———9

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PASQUOTANK

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	126	3.75	.65
	124	4.40	
	124	4.79	
ORAL LANGUAGE	126	3.87	.54
	124	4.41	
	125	4.95	
MATHEMATICS	124	3.73	.65
	121	4.38	
	120	4.88	
SCIENCE	110	3.74	.47
	108	4.21	
	110	4.67	
SOCIAL STUDIES	114	3.84	.45
	112	4.29	
	114	4.75	
CREATIVE ARTS	120	4.30	.39
	117	4.69	
	118	5.05	
SELF CONCEPT	121	4.31	.46
	120	4.77	
	122	5.12	
PHYSICAL DEVELOPMENT	124	4.95	.21
	122	5.16	
	124	5.48	
SOCIAL DEVELOPMENT	124	4.44	.41
	122	4.85	
	123	5.27	
EMOTIONAL DEVELOPMENT	126	4.46	.34
	123	4.80	
	125	5.13	
GENERAL HEALTH	123	5.15	.10
	121	5.25	
	121	5.45	
PHYSICAL ED. SKILLS	120	5.15	.33
	117	5.48	
	119	5.75	
OCCUPATIONAL SKILLS	57	4.86	.28
	56	5.14	
	57	5.47	

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PPP = POTENTIAL

PITT

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	67	4.72	.61
	67	5.33	
	66	6.45	
ORAL LANGUAGE	67	4.93	.67
	67	5.60	
	67	6.61	
MATHEMATICS	54	4.24	.91
	53	5.15	
	53	6.45	
SELF CONCEPT	65	5.14	1.38
	65	6.52	
	65	7.05	
PHYSICAL DEVELOPMENT	57	5.30	.86
	57	6.16	
	57	7.40	
SOCIAL DEVELOPMENT	52	5.19	1.37
	52	6.56	
	52	7.29	
EMOTIONAL DEVELOPMENT	50	5.22	1.49
	49	6.71	
	49	7.59	
GENERAL HEALTH	66	5.35	.68
	66	6.03	
	66	7.20	

MEAN BY OBJECTIVE

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

ROBESON

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OBJECTIVE NO. OF MEAN                    MEAN BY OBJECTIVE                                     MEAN GAIN BY
          STUDENTS AVG.                                                                           OBJECTIVE
READING       159  2.72 EEEEEEEEEEEEEEEEEEEEEEEEEEE                                                  1.15
ABILITY       159  3.87 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              159  5.45 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL          162  3.51 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                          .92
LANGUAGE      160  4.43 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              159  5.53 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT  162  3.55 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                         .86
              160  4.41 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              159  5.52 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL      162  3.99 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                     .67
DEVELOPMENT   160  4.66 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              159  5.58 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL        162  3.62 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                         .85
DEVELOPMENT   160  4.47 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              159  5.62 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

EMOTIONAL     162  3.67 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                        .84
DEVELOPMENT   160  4.51 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              159  5.53 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

GENERAL       162  4.06 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                    .58
HEALTH        160  4.64 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              159  5.55 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

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   EEE = ENTERING
   LLL = LEAVING
   PPP = POTENTIAL
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SAMPSON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	107	3.36	E	1.21
	107	4.57	L	
	107	4.91	P	
ORAL LANGUAGE	116	3.45	E	1.22
	116	4.67	L	
	115	5.00	P	
MATHEMATICS	101	3.41	E	1.34
	101	4.75	L	
	101	5.00	P	
SCIENCE	18	3.67	E	1.27
	18	4.94	L	
	18	5.22	P	
SOCIAL STUDIES	64	4.00	E	1.20
	64	5.20	L	
	64	5.42	P	
CREATIVE ARTS	24	4.25	E	1.08
	24	5.33	L	
	24	5.67	P	
SELF CONCEPT	35	4.49	E	.51
	35	5.00	L	
	35	5.66	P	
PHYSICAL DEVELOPMENT	74	4.35	E	.26
	74	4.61	L	
	74	4.81	P	
SOCIAL DEVELOPMENT	83	4.33	E	.40
	83	4.73	L	
	83	5.06	P	
EMOTIONAL DEVELOPMENT	40	4.00	E	.40
	40	4.40	L	
	40	4.78	P	
GENERAL HEALTH	102	5.15	E	.29
	102	5.44	L	
	102	5.67	P	
PHYSICAL ED. SKILLS	12	4.67	E	.00
	12	4.67	L	
	12	4.67	P	

0 — 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

WASHINGTON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	101	3.84	EEE	.77
ABILITY	101	4.61	LLL	
	99	5.16	PPP	
ORAL	103	4.03	EEE	.75
LANGUAGE	103	4.78	LLL	
	102	5.20	PPP	
MATHEMATICS	101	3.97	EEE	.80
	101	4.77	LLL	
	100	5.22	PPP	
SCIENCE	98	3.97	EEE	.75
	98	4.72	LLL	
	98	5.10	PPP	
SOCIAL	96	4.03	EEE	.66
STUDIES	96	4.69	LLL	
	96	5.07	PPP	
CREATIVE	85	3.89	EEE	.77
ARTS	85	4.66	LLL	
	85	5.04	PPP	
SELF CONCEPT	102	4.25	EEE	.75
	102	5.00	LLL	
	102	5.41	PPP	
PHYSICAL	103	4.35	EEE	.75
DEVELOPMENT	103	5.10	LLL	
	102	5.43	PPP	
SOCIAL	102	4.17	EEE	.84
DEVELOPMENT	102	5.01	LLL	
	102	5.37	PPP	
EMOTIONAL	101	4.21	EEE	.71
DEVELOPMENT	101	4.92	LLL	
	101	5.29	PPP	
GENERAL	102	4.52	EEE	.64
HEALTH	102	5.16	LLL	
	102	5.50	PPP	
PHYSICAL ED.	100	4.33	EEE	.66
SKILLS	100	4.99	LLL	
	99	5.26	PPP	
OCCUPATIONAL	75	3.93	EEE	.80
SKILLS	75	4.73	LLL	
	75	5.11	PPP	
OTHER	51	5.00	EEE	.06
	51	5.06	LLL	
	51	5.06	PPP	

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EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

WILSON

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	115	3.83	1.16
	114	4.99	
	114	7.51	
ORAL LANGUAGE	115	3.99	1.23
	114	5.22	
	114	7.63	
MATHEMATICS	115	3.83	1.38
	114	5.21	
	114	7.40	
SCIENCE	115	3.86	1.16
	114	5.02	
	114	7.20	
SOCIAL STUDIES	115	3.73	1.16
	114	4.89	
	113	7.24	
CREATIVE ARTS	113	4.21	1.00
	112	5.21	
	111	7.29	
SELF CONCEPT	114	4.11	1.23
	113	5.34	
	112	7.91	
PHYSICAL DEVELOPMENT	115	4.55	1.09
	114	5.64	
	113	8.11	
SOCIAL DEVELOPMENT	115	4.25	1.28
	114	5.53	
	113	8.09	
EMOTIONAL DEVELOPMENT	115	4.22	1.23
	114	5.45	
	113	8.13	
GENERAL HEALTH	115	4.71	1.42
	114	6.13	
	113	8.47	
PHYSICAL ED. SKILLS	114	4.67	1.55
	113	6.22	
	112	8.50	
OCCUPATIONAL SKILLS	25	4.52	.66
	11	5.18	
	11	9.00	

EEE = ENTERING
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PPP = POTENTIAL

WAYNE

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OBJECTIVE   NO. OF MEAN                      MEAN BY OBJECTIVE                                            MEAN GAIN BY
           STUDENTS AVG.                                                                                    OBJECTIVE
READING        82  3.40 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
ABILITY        82  4.37 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                           .97
               82  4.90 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL           82  3.65 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
LANGUAGE       82  4.38 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                           .73
               82  4.96 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

MATHEMATICS    81  3.63 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
               81  4.48 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                          .85
               81  4.80 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SCIENCE        77  3.96 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
               77  4.38 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                           .42
               77  4.62 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL         80  3.76 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
STUDIES        80  4.25 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                            .49
               80  4.68 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

CREATIVE       70  4.53 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
ARTS           70  4.97 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                     .44
               70  5.11 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT   76  4.42 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
               76  4.92 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                      .50
               76  5.18 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL       80  4.93 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
DEVELOPMENT    80  5.15 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                   .22
               80  5.33 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL         80  4.53 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
DEVELOPMENT    80  5.03 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                     .50
               80  5.33 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

EMOTIONAL      76  4.64 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
DEVELOPMENT    76  5.09 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                    .45
               76  5.30 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

GENERAL        78  4.85 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
HEALTH         78  5.13 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                    .28
               78  5.31 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL ED.   81  5.02 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
SKILLS         81  5.37 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                 .35
               81  5.52 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

OCCUPATIONAL   29  4.86 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
SKILLS         29  5.21 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                   .35
               29  5.41 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

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   EEE = ENTERING
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   PPP = POTENTIAL
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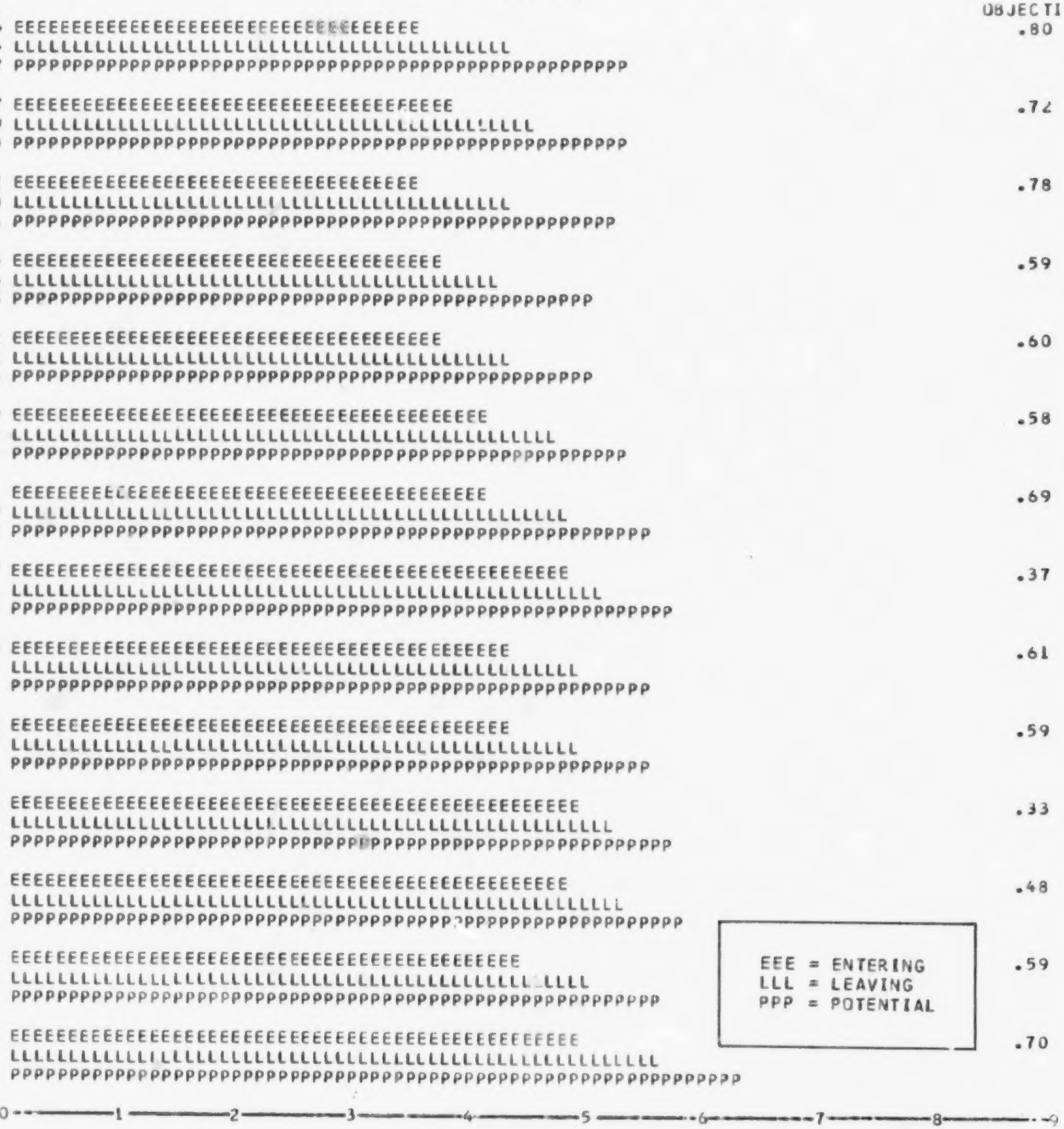
STATE TOTALS - STUDENT GROWTH SHEETS

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	2748	3.54	.80
	2746	4.34	
	2625	5.27	
ORAL LANGUAGE	2792	3.77	.72
	2789	4.49	
	2666	5.30	
MATHEMATICS	2677	3.52	.78
	2671	4.30	
	2560	5.16	
SCIENCE	1863	3.65	.59
	1859	4.24	
	1767	4.95	
SOCIAL STUDIES	1902	3.72	.60
	1863	4.32	
	1809	5.04	
CREATIVE ARTS	1785	4.09	.58
	1775	4.67	
	1703	5.28	
SELF CONCEPT	2841	4.11	.69
	2832	4.80	
	2710	5.48	
PHYSICAL DEVELOPMENT	2681	4.77	.37
	2677	5.14	
	2540	5.65	
SOCIAL DEVELOPMENT	2735	4.25	.61
	2726	4.86	
	2604	5.52	
EMOTIONAL DEVELOPMENT	2642	4.28	.59
	2635	4.87	
	2548	5.51	
GENERAL HEALTH	2703	4.88	.33
	2698	5.21	
	2554	5.66	
PHYSICAL SKILLS	2058	4.77	.48
	2023	5.25	
	1948	5.75	
OCCUPATIONAL SKILLS	892	4.39	.59
	840	4.98	
	825	5.55	
OTHER	156	4.86	.70
	155	5.56	
	153	6.30	

MEAN BY OBJECTIVE



EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

SUMMER

BERTIE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	62	4.21	.53
	61	4.74	
	29	5.72	
ORAL LANGUAGE	59	4.36	.53
	57	4.89	
	25	5.28	
MATHEMATICS	59	4.27	.64
	58	4.91	
	25	5.48	
SCIENCE	26	4.50	.32
	22	4.82	
	1	6.00	
SOCIAL STUDIES	12	4.25	.53
	9	4.78	
	1	7.00	
CREATIVE ARTS	55	4.36	.70
	54	5.06	
	19	5.53	
SELF CONCEPT	62	4.74	.62
	58	5.36	
	23	5.48	
PHYSICAL DEVELOPMENT	63	5.00	.52
	62	5.52	
	30	5.53	
SOCIAL DEVELOPMENT	62	4.94	.48
	62	5.42	
	29	5.62	
EMOTIONAL DEVELOPMENT	49	4.90	.43
	48	5.33	
	27	5.70	
GENERAL HEALTH	62	5.24	.28
	61	5.52	
	28	5.79	
PHYSICAL ED. SKILLS	51	4.86	.49
	49	5.35	
	21	5.62	

MEAN BY OBJECTIVE

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

8-31-73

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                                              CAMDEN

OBJECTIVE NO. OF MEAN                          MEAN BY OBJECTIVE                                    MEAN GAIN BY
        STUDENTS AVG.                                                                                OBJECTIVE
READING        32  3.38 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                               .59
ABILITY        32  3.97 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               32  4.13 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL           41  4.37 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                     .51
LANGUAGE       41  4.88 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               41  5.02 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

MATHEMATICS    32  3.94 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                          .56
               32  4.50 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               32  4.78 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT   41  4.56 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                   .76
               41  5.32 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               41  5.46 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL         41  4.41 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                     .76
DEVELOPMENT    41  5.17 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               41  5.39 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

GENERAL        41  5.12 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                              .22
HEALTH         41  5.34 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               41  5.49 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

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                                                                                                          8-31-73
   EEE = ENTERING
   LLL = LEAVING
   PPP = POTENTIAL
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CARTERET

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	25	1.88	EEEEEEEEEEEEEEEEEEE	1.16
	24	3.04	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	4.88	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	25	2.04	EEEEEEEEEEEEEEEEEEEE	1.04
	24	3.08	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	4.96	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	25	2.04	EEEEEEEEEEEEEEEEEEEE	1.13
	24	3.17	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	4.88	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	25	2.04	EEEEEEEEEEEEEEEEEEEE	1.21
	24	3.25	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	23	4.83	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	25	2.20	EEEEEEEEEEEEEEEEEEEEE	1.09
	24	3.29	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	4.88	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	25	2.32	EEEEEEEEEEEEEEEEEEEEE	1.01
	24	3.33	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	4.83	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	25	2.64	EEEEEEEEEEEEEEEEEEEEEEEEE	1.07
	24	3.71	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	5.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	25	2.32	EEEEEEEEEEEEEEEEEEEEEE	1.10
	24	3.42	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	4.92	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	25	2.28	EEEEEEEEEEEEEEEEEEEEEE	1.10
	24	3.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	4.92	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	25	2.44	EEEEEEEEEEEEEEEEEEEEEEEE	1.14
	24	3.58	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	4.96	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	25	4.84	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.16
	24	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	5.00	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	25	2.92	EEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.00
	24	3.92	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	24	5.17	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

0----------1----------2----------3----------4----------5----------6----------7----------8----------9

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

8-31-73

COLUMBUS

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	150	2.71	EEEEEEEEEEEEEEEEEEEEEEEEEE	.86
	147	3.57	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	147	4.37	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	149	2.63	EEEEEEEEEEEEEEEEEEEEEEEEEE	.82
	147	3.45	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	147	4.27	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	149	2.67	EEEEEEEEEEEEEEEEEEEEEEEEEE	.78
	147	3.45	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	147	4.23	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	53	1.26	EEEEEEEEEEEEE	.35
	51	1.61	LLLLLLLLLLLLLLLLL	
	51	2.14	PPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	149	2.54	EEEEEEEEEEEEEEEEEEEEEEEEEE	.80
	147	3.34	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	147	4.14	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	149	2.99	EEEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.05
	147	4.04	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	147	4.91	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	149	3.01	EEEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.44
	146	4.45	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	146	5.34	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	149	3.12	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.47
	147	4.59	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	147	5.58	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	149	3.47	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.84
	147	4.31	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	147	5.18	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	149	3.21	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.35
	147	4.56	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	147	5.48	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	149	3.50	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.28
	146	4.78	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	146	5.63	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	149	3.65	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.37
	147	5.02	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	147	5.99	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	61	3.49	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	2.13
	60	5.62	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	60	6.77	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

8-31-73

DUPLIN

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.		MEAN GAIN BY OBJECTIVE
READING ABILITY	161	4.91	E	.70
	161	5.61	L	
	161	6.37	P	
ORAL LANGUAGE	203	4.97	E	.78
	203	5.75	L	
	203	6.77	P	
MATHEMATICS	176	4.39	E	.70
	176	5.09	L	
	176	6.11	P	
SCIENCE	150	4.24	E	.68
	150	4.92	L	
	150	5.87	P	
SOCIAL STUDIES	80	4.75	E	.41
	80	5.16	L	
	80	5.60	P	
CREATIVE ARTS	177	4.51	E	.75
	177	5.26	L	
	176	6.27	P	
SELF CONCEPT	202	4.97	E	.83
	199	5.80	L	
	199	6.88	P	
PHYSICAL DEVELOPMENT	203	5.37	E	.80
	203	6.17	L	
	203	7.21	P	
SOCIAL DEVELOPMENT	203	4.97	E	.86
	203	5.83	L	
	203	6.96	P	
EMOTIONAL DEVELOPMENT	203	4.94	E	.82
	203	5.76	L	
	202	6.80	P	
GENERAL HEALTH	201	5.47	E	.74
	201	6.21	L	
	201	7.22	P	
PHYSICAL ED. SKILLS	202	5.19	E	.78
	202	5.97	L	
	202	7.04	P	
OCCUPATIONAL SKILLS	199	4.72	E	.91
	199	5.63	L	
	199	6.66	P	

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EEE = ENTERING
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8-31-73

FAIRMONT CITY

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OBJECTIVE NO. OF MEAN                    MEAN BY P3JECTIVE                                MEAN GAIN BY
        STUDENTS AVG.                                                                       OBJECTIVE
READING      105 3.58 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                    .70
ABILITY      106 4.28 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
             106 4.93 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL         107 3.85 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                 .74
LANGUAGE     107 4.59 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
             107 5.01 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

MATHEMATICS   91 3.73 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                                   .88
              90 4.61 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              89 5.27 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

CREATIVE      14 4.64 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                          .15
ARTS          14 4.79 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              14 4.79 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT 107 4.50 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                           .57
             107 5.07 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
             107 5.39 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL     107 4.95 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                      .12
DEVELOPMENT  107 5.07 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
             107 5.32 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL       106 4.85 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                       .17
DEVELOPMENT  106 5.02 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
             106 5.19 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

EMOTIONAL    107 4.79 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                        .23
DEVELOPMENT  107 5.02 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
             107 5.15 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

GENERAL       15 4.93 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                       .00
HEALTH        15 4.93 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              15 4.93 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

OCCUPATIONAL  16 4.75 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE                        .19
SKILLS        16 4.94 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
              16 4.94 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

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   EEE = ENTERING                                                                            8-31-73
   LLL = LEAVING
   PPP = POTENTIAL
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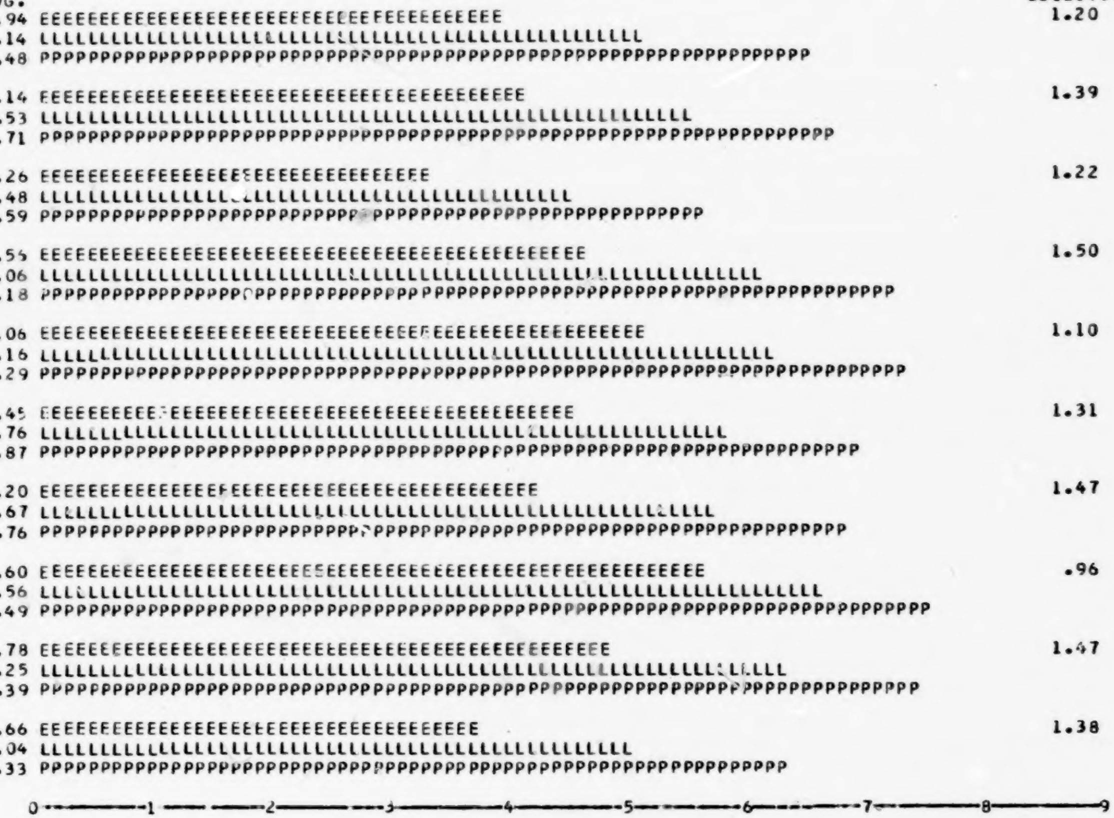
GREENE

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	218	3.94	1.20
	218	5.14	
	217	6.48	
ORAL LANGUAGE	218	4.14	1.39
	217	5.53	
	217	6.71	
CREATIVE ARTS	218	3.26	1.22
	218	4.48	
	218	5.59	
SELF CONCEPT	218	4.55	1.50
	218	6.06	
	218	7.18	
PHYSICAL DEVELOPMENT	218	5.06	1.10
	218	6.16	
	218	7.29	
SOCIAL DEVELOPMENT	218	4.45	1.31
	217	5.76	
	217	6.87	
EMOTIONAL DEVELOPMENT	218	4.20	1.47
	218	5.67	
	218	6.76	
GENERAL HEALTH	218	5.60	.96
	216	6.56	
	217	7.49	
PHYSICAL ED. SKILLS	218	4.78	1.47
	215	6.25	
	215	7.39	
OCCUPATIONAL SKILLS	217	3.66	1.38
	216	5.04	
	215	6.33	



EEE = ENTERING
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8-31-73

HALIFAX

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	119	4.03	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.18
	119	4.21	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	119	4.75	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	172	3.81	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.30
	171	4.11	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	171	4.71	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	163	3.85	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.27
	162	4.12	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	162	4.88	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	55	3.18	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.25
	54	3.43	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	54	4.63	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	100	3.46	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.35
	100	3.81	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	100	4.71	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	169	3.78	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.2[illegible]
	169	4.03	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	169	4.62	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	171	4.11	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.45
	171	4.56	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	171	5.22	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	171	4.63	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.24
	171	4.87	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	170	5.25	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	171	4.30	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.31
	170	4.61	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	170	5.16	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	171	4.38	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.25
	170	4.63	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	170	5.19	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	171	4.89	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.09
	169	4.98	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	169	5.27	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	169	4.56	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.34
	169	4.90	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	169	5.41	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	28	3.96	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.04
	28	4.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	28	4.46	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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8-31-73

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HARNETT

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	79	2.54	EEEEEEEEEEEEEEEEEEEEEEEEE	1.01
	74	3.55	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	73	4.85	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	93	2.91	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.01
	90	3.92	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	89	5.04	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	92	2.63	EEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.06
	85	3.69	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	85	5.02	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	34	1.76	EEEEEEEEEEEEEEEEEE	1.14
	30	2.90	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	30	4.40	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	50	2.18	EEEEEEEEEEEEEEEEEEEEEE	.84
	47	3.02	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	47	4.45	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	85	2.86	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.88
	87	3.74	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	87	4.85	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	92	2.98	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	1.03
	89	4.01	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	89	5.29	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	91	4.00	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.60
	91	4.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	89	5.71	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	91	3.33	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.98
	91	4.31	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	90	5.56	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	91	3.49	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.87
	90	4.36	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	89	5.53	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	90	3.99	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.63
	89	4.62	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	88	5.70	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	91	3.53	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.84
	91	4.37	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	90	5.38	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	21	3.81	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.50
	16	4.31	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	16	5.56	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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8-31-73

HAYWOOD

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	19	3.21	EEE	1.05
	19	4.26	LLL	
	19	5.42	PPP	
ORAL LANGUAGE	19	3.63	EEE	.63
	19	4.26	LLL	
	19	5.21	PPP	
MATHEMATICS	19	3.32	EEE	1.10
	19	4.42	LLL	
	19	5.42	PPP	
SCIENCE	19	3.11	EEE	1.00
	19	4.11	LLL	
	19	4.95	PPP	
SOCIAL STUDIES	19	3.11	EEE	1.05
	19	4.16	LLL	
	19	5.05	PPP	
CREATIVE ARTS	25	3.52	EEE	1.12
	25	4.64	LLL	
	25	5.56	PPP	
SELF CONCEPT	19	3.11	EEE	1.00
	19	4.11	LLL	
	19	5.21	PPP	
PHYSICAL DEVELOPMENT	25	4.60	EEE	.32
	25	4.92	LLL	
	25	5.20	PPP	
SOCIAL DEVELOPMENT	25	3.08	EEE	.96
	25	4.04	LLL	
	25	4.96	PPP	
EMOTIONAL DEVELOPMENT	25	3.12	EEE	.88
	25	4.00	LLL	
	25	4.68	PPP	
GENERAL HEALTH	25	4.56	EEE	.32
	25	4.88	LLL	
	24	5.04	PPP	
PHYSICAL ED. SKILLS	25	3.84	EEE	.92
	25	4.76	LLL	
	25	5.56	PPP	
OCCUPATIONAL SKILLS	20	3.70	EEE	1.14
	19	4.84	LLL	
	19	6.00	PPP	

Scale: 0—1—2—3—4—5—6—7—8—9

EEE = ENTERING
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8-31-73

HENDERSON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	26	3.35	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.53
ABILITY	26	3.88	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	26	5.15	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL	45	3.67	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.46
LANGUAGE	45	4.13	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	45	4.76	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	25	3.52	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.44
	25	3.96	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	25	5.08	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE	45	3.31	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.69
ARTS	45	4.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	45	4.56	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	44	4.14	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.86
	44	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	44	5.48	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL	45	4.27	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.44
DEVELOPMENT	45	4.71	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	44	5.18	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	45	4.02	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.56
DEVELOPMENT	45	4.58	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	45	5.02	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL	45	4.09	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.51
DEVELOPMENT	45	4.60	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	45	4.98	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL	45	4.51	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.22
HEALTH	45	4.73	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	45	5.04	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED.	44	3.95	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.66
SKILLS	44	4.61	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	44	5.07	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
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8-31-73

HERTFORD

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	49	3.84	1.40
	49	5.24	
	47	5.98	
ORAL LANGUAGE	29	3.93	.83
	29	4.76	
	29	5.34	
MATHEMATICS	30	3.93	2.21
	29	6.14	
	27	6.56	
CREATIVE ARTS	28	4.61	2.08
	26	6.69	
	20	6.65	
SELF CONCEPT	46	4.37	1.41
	45	5.78	
	33	5.55	
PHYSICAL DEVELOPMENT	32	5.06	1.75
	27	6.81	
	14	5.43	
SOCIAL DEVELOPMENT	49	4.33	1.28
	46	5.61	
	33	5.39	
EMOTIONAL DEVELOPMENT	48	4.52	1.08
	43	5.60	
	31	5.39	
GENERAL HEALTH	27	5.11	1.24
	20	6.35	
	11	5.00	
PHYSICAL ED. SKILLS	44	4.86	1.00
	37	5.86	
	28	5.75	

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8-31-73

JOHNSTON

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	46	3.52	.63
	46	4.15	
	46	5.26	
ORAL LANGUAGE	63	3.46	.76
	63	4.22	
	63	5.24	
MATHEMATICS	63	3.21	.73
	63	3.94	
	63	5.13	
SCIENCE	58	2.69	.70
	54	3.39	
	53	4.58	
SOCIAL STUDIES	58	2.69	.78
	55	3.47	
	54	4.63	
CREATIVE ARTS	58	3.40	.91
	48	4.31	
	48	5.15	
SELF CONCEPT	62	3.73	.77
	62	4.50	
	61	5.23	
PHYSICAL DEVELOPMENT	63	4.37	.48
	61	4.85	
	61	5.38	
SOCIAL DEVELOPMENT	62	3.53	.76
	62	4.29	
	62	5.31	
EMOTIONAL DEVELOPMENT	62	3.53	.74
	62	4.27	
	62	5.26	
GENERAL HEALTH	62	4.32	.63
	62	4.95	
	61	5.49	
PHYSICAL ED. SKILLS	63	3.94	.57
	63	4.51	
	63	5.25	

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8-31-73

LENOIR

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	29	4.34	.56
	29	4.90	
	29	5.17	
MATHEMATICS	29	4.34	.56
	29	4.90	
	29	5.17	
CREATIVE ARTS	8	4.88	.37
	8	5.25	
	8	5.63	
SELF CONCEPT	24	4.63	.89
	23	5.52	
	8	5.88	
PHYSICAL DEVELOPMENT	63	5.14	.59
	52	5.73	
	61	6.70	
SOCIAL DEVELOPMENT	24	4.67	1.45
	17	6.12	
	2	5.00	
EMOTIONAL DEVELOPMENT	34	4.94	1.15
	23	6.09	
	8	6.00	
GENERAL HEALTH	62	5.40	.72
	60	6.12	
	58	7.12	
PHYSICAL ED. SKILLS	62	5.58	.55
	60	6.13	
	59	7.36	
OCCUPATIONAL SKILLS	23	5.17	.78
	22	5.95	
	8	5.88	

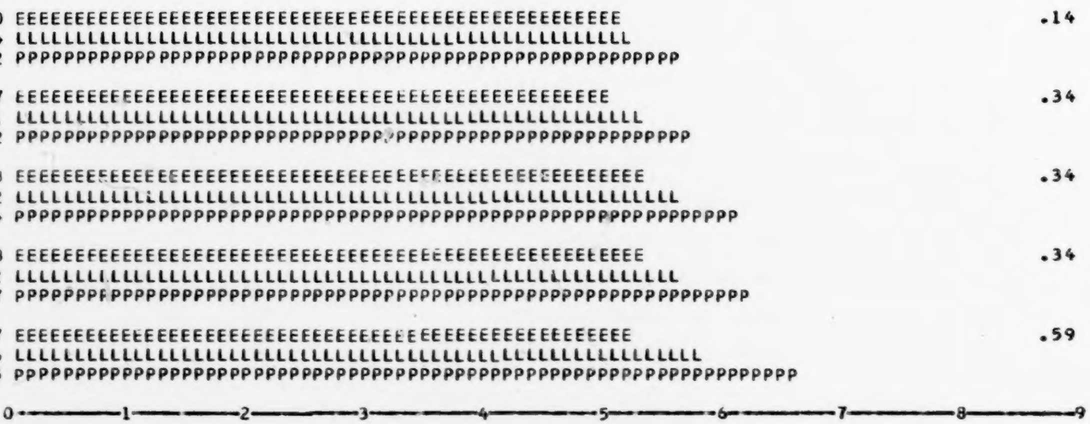
MEAN BY OBJECTIVE

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

8-31-73

MADISON-MAYODAN

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
ORAL LANGUAGE	29	5.10	EEE	.14
	29	5.24	LLL	
	29	5.62	PPP	
CREATIVE ARTS	29	4.97	EEE	.34
	29	5.31	LLL	
	29	5.72	PPP	
PHYSICAL DEVELOPMENT	29	5.28	EEE	.34
	29	5.62	LLL	
	29	6.14	PPP	
PHYSICAL ED. SKILLS	29	5.28	EEE	.34
	29	5.62	LLL	
	29	6.17	PPP	
OCCUPATIONAL SKILLS	29	5.17	EEE	.59
	29	5.76	LLL	
	29	6.55	PPP	



EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

8-31-73

MARTIN CO

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	35	3.40	.51
	35	3.91	
	35	4.51	
ORAL LANGUAGE	35	3.43	.54
	35	3.97	
	35	4.51	
MATHEMATICS	35	3.40	.54
	35	3.94	
	35	4.43	
SCIENCE	17	3.12	.53
	17	3.65	
	17	4.00	
SOCIAL STUDIES	18	3.39	.55
	18	3.94	
	18	4.17	
CREATIVE ARTS	35	4.09	.34
	35	4.43	
	35	4.77	
SELF CONCEPT	35	4.23	.31
	35	4.54	
	35	4.94	
PHYSICAL DEVELOPMENT	35	4.37	.32
	35	4.69	
	35	5.03	
SOCIAL DEVELOPMENT	35	4.17	.43
	35	[illegible]	
	35	4.97	
EMOTIONAL DEVELOPMENT	35	4.26	.37
	35	4.63	
	35	4.89	
GENERAL HEALTH	35	4.40	.23
	35	4.63	
	35	4.74	
PHYSICAL ED. SKILLS	35	4.57	.57
	35	5.14	
	35	5.40	

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EEE = ENTERING
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8-31-73

MAXTON CITY

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 OBJECTIVE NO. OF MEAN                         MEAN BY OBJECTIVE                                  MEAN GAIN BY
          STUDENTS AVG.                                                                            OBJECTIVE
READING        29  2.62 EEEEEEEEEEEEEEEEEEEEEEEEEE                                                   1.14
ABILITY        29  3.76 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL
               29  5.93 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

ORAL           29  2.24 EEEEEEEEEEEEEEEEEEEEEE
LANGUAGE       29  3.31 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                            1.07
               29  5.62 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

MATHEMATICS    28  1.50 EEEEEEEEEEEEEEE
               28  2.29 LLLLLLLLLLLLLLLLLLLLLLL                                                       .79
               28  5.25 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SCIENCE        28  1.29 EEEEEEEEEEEEE
               28  1.39 LLLLLLLLLLLLLL                                                                .10
               28  5.21 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL         28  1.21 EEEEEEEEEEEE
STUDIES        28  1.32 LLLLLLLLLLLLL                                                                 .11
               28  5.21 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

CREATIVE       29  1.76 EEEEEEEEEEEEEEEEEE
ARTS           29  2.72 LLLLLLLLLLLLLLLLLLLLLLLLLLL                                                   .96
               29  5.41 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SELF CONCEPT   29  2.72 EEEEEEEEEEEEEEEEEEEEEEEEEEE
               29  3.69 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                         .97
               29  5.66 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL       29  3.55 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
DEVELOPMENT    29  4.52 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                 .97
               29  5.97 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

SOCIAL         29  2.69 EEEEEEEEEEEEEEEEEEEEEEEEEEE
DEVELOPMENT    29  3.66 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                         .97
               29  5.14 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

EMOTIONAL      29  2.59 EEEEEEEEEEEEEEEEEEEEEEEEEE
DEVELOPMENT    29  3.55 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                          .96
               29  5.10 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

GENERAL        29  3.86 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
HEALTH         29  4.76 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                              .90
               29  5.72 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

PHYSICAL ED.   29  2.03 EEEEEEEEEEEEEEEEEEEE
SKILLS         29  3.10 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                              1.07
               29  5.00 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

OTHER          29  3.93 EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE
               29  4.59 LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL                                .66
               29  5.10 PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP

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  EEE = ENTERING                                                                                    8-31-73
  LLL = LEAVING
  PPP = POTENTIAL
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NORTHAMPTON

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	77	2.82	
	77	3.57	.75
	77	4.36	
ORAL LANGUAGE	87	3.24	
	87	4.15	.91
	89	4.57	
MATHEMATICS	56	2.93	
	55	3.35	.42
	55	4.24	
SCIENCE	54	3.04	
	54	3.52	.48
	54	4.35	
SOCIAL STUDIES	55	3.33	
	55	3.91	.58
	55	4.71	
CREATIVE ARTS	84	4.04	
	83	5.19	1.15
	84	6.01	
SELF CONCEPT	86	3.72	
	85	4.47	.75
	85	5.46	
PHYSICAL DEVELOPMENT	84	4.54	
	83	5.35	.81
	84	5.92	
SOCIAL DEVELOPMENT	85	3.79	
	85	4.49	.70
	85	5.55	
EMOTIONAL DEVELOPMENT	85	3.72	
	85	4.47	.75
	85	5.71	
GENERAL HEALTH	87	4.40	
	87	4.63	.23
	83	5.82	
PHYSICAL ED. SKILLS	83	4.58	
	82	5.41	.83
	83	6.00	
OCCUPATIONAL SKILLS	47	4.15	
	46	5.39	1.24
	46	6.83	
OTHER	67	4.36	
	44	4.70	.34
	39	6.82	

EEE = ENTERING
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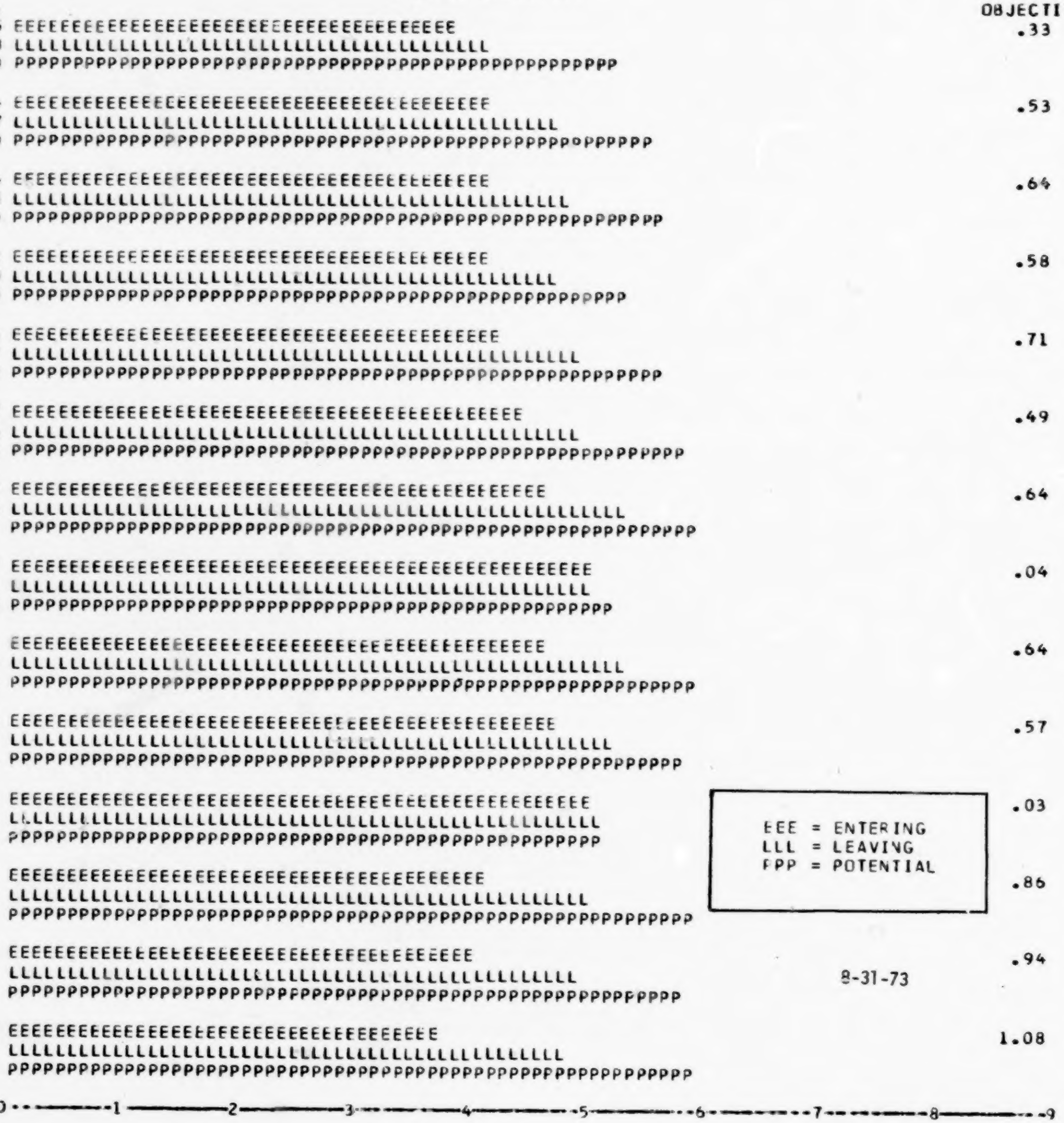
8-31-73

PASQUOTANK

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	101	3.75	.33
	100	4.08	
	99	5.19	
ORAL LANGUAGE	116	4.14	.53
	114	4.67	
	113	5.49	
MATHEMATICS	117	4.14	.64
	115	4.78	
	115	5.59	
SCIENCE	100	4.12	.58
	98	4.70	
	98	5.29	
SOCIAL STUDIES	114	4.16	.71
	112	4.87	
	112	5.59	
CREATIVE ARTS	98	4.37	.49
	96	4.86	
	96	5.75	
SELF CONCEPT	113	4.62	.64
	111	5.26	
	111	5.91	
PHYSICAL DEVELOPMENT	117	4.97	.04
	115	5.01	
	88	5.19	
SOCIAL DEVELOPMENT	117	4.61	.64
	115	5.25	
	115	5.94	
EMOTIONAL DEVELOPMENT	117	4.65	.57
	115	5.22	
	115	5.75	
GENERAL HEALTH	116	5.03	.03
	114	5.06	
	114	5.11	
PHYSICAL ED. SKILLS	97	4.12	.86
	95	4.98	
	95	5.87	
OCCUPATIONAL SKILLS	66	3.97	.94
	66	4.91	
	66	5.83	
OTHER	34	3.68	1.08
	33	4.76	
	33	5.94	

MEAN BY OBJECTIVE



EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

8-31-73

PITT

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	13	4.54	.23
	13	4.77	
	13	4.77	
ORAL LANGUAGE	46	4.59	.84
	46	5.43	
	45	6.04	
MATHEMATICS	13	4.54	.23
	13	4.77	
	13	4.77	
SCIENCE	13	4.62	.15
	13	4.77	
	13	4.69	
SOCIAL STUDIES	13	4.62	.00
	13	4.62	
	13	4.92	
CREATIVE ARTS	101	4.62	.89
	105	5.51	
	104	6.04	
SELF CONCEPT	106	4.97	.53
	106	5.50	
	106	6.05	
PHYSICAL DEVELOPMENT	106	5.30	.46
	106	5.76	
	103	6.11	
SOCIAL DEVELOPMENT	106	5.08	.47
	106	5.55	
	106	6.01	
EMOTIONAL DEVELOPMENT	106	5.04	.44
	106	5.48	
	106	5.94	
GENERAL HEALTH	106	5.77	.20
	106	5.97	
	106	6.28	
PHYSICAL ED. SKILLS	106	5.52	.39
	106	5.91	
	106	6.34	
OCCUPATIONAL SKILLS	106	4.74	.52
	106	5.26	
	106	5.89	
OTHER	39	3.77	1.14
	33	4.91	
	31	6.48	

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8-31-73

ROBESON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	177	2.93	EEE	1.02
	177	3.92	LLL	
	176	5.09	PPP	
ORAL LANGUAGE	176	3.23	EEE	.87
	176	4.10	LLL	
	176	5.11	PPP	
SELF CONCEPT	177	3.15	EEE	.99
	177	4.14	LLL	
	177	5.16	PPP	
PHYSICAL DEVELOPMENT	178	3.76	EEE	.63
	178	4.39	LLL	
	178	5.22	PPP	
SOCIAL DEVELOPMENT	177	3.37	EEE	.90
	177	4.27	LLL	
	177	5.14	PPP	
EMOTIONAL DEVELOPMENT	178	3.49	EEE	.84
	178	4.33	LLL	
	178	5.18	PPP	
GENERAL HEALTH	165	4.05	EEE	.47
	165	4.52	LLL	
	165	5.28	PPP	

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8-31-73

SAMPSON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING	133	3.41	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.91
ABILITY	132	4.32	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	132	5.07	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL	189	3.31	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.98
LANGUAGE	188	4.29	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	188	5.12	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	135	3.37	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.93
	134	4.30	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	134	5.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	23	4.65	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.18
	23	4.83	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	23	5.30	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	44	3.98	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.59
STUDIES	44	4.57	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	44	5.34	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE	189	3.25	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.86
ARTS	188	4.11	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	188	5.04	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	189	3.48	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.94
	188	4.42	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	188	5.18	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL	189	4.16	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.54
DEVELOPMENT	188	4.70	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	188	5.35	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL	189	3.48	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.92
DEVELOPMENT	187	4.40	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	187	5.11	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL	189	3.54	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.84
DEVELOPMENT	187	4.38	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	187	5.13	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL	187	4.28	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.46
HEALTH	184	4.74	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	184	5.30	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED.	189	3.89	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.84
SKILLS	187	4.73	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	187	5.47	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
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8-31-73

TRANSYLVANIA

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	17	4.41	
	17	4.41	.00
	17	5.82	
ORAL LANGUAGE	25	5.04	
	25	5.20	.16
	25	6.24	
MATHEMATICS	21	4.86	
	21	5.14	.28
	21	6.43	
CREATIVE ARTS	22	4.59	
	22	5.59	1.00
	22	7.68	
SELF CONCEPT	25	4.84	
	25	5.40	.56
	25	6.28	
PHYSICAL DEVELOPMENT	25	5.00	
	25	5.00	.00
	25	5.00	
SOCIAL DEVELOPMENT	25	5.00	
	25	5.00	.00
	25	5.00	
EMOTIONAL DEVELOPMENT	25	5.00	
	25	5.00	.00
	25	5.00	
GENERAL HEALTH	25	4.92	
	25	4.96	.04
	25	5.00	
PHYSICAL ED. SKILLS	23	4.70	
	23	5.52	.82
	23	7.57	
OCCUPATIONAL SKILLS	11	4.36	
	11	4.45	.09
	11	5.45	
OTHER	21	4.90	
	21	5.48	.58
	21	7.05	

0—1—2—3—4—5—6—7—8—9

EEE = ENTERING
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PPP = POTENTIAL

8-31-73

WAKE

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
SELF CONCEPT	100	5.00	.02
	100	5.02	
	100	5.03	
PHYSICAL DEVELOPMENT	100	4.92	.09
	100	5.01	
	100	5.03	
SOCIAL DEVELOPMENT	100	4.83	.22
	100	5.05	
	100	5.08	
EMOTIONAL DEVELOPMENT	100	4.95	.12
	100	5.07	
	100	5.10	
GENERAL HEALTH	100	4.95	.05
	100	5.00	
	100	5.01	
PHYSICAL ED. SKILLS	100	4.74	.32
	100	5.06	
	100	5.17	
OCCUPATIONAL SKILLS	100	4.11	1.62
	100	5.73	
	100	6.93	

0——1——2——3——4——5——6——7——8——9

8-31-73

EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

WASHINGTON

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN BY OBJECTIVE	MEAN GAIN BY OBJECTIVE
READING ABILITY	54	3.78	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.46
	54	4.24	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	54	4.85	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
ORAL LANGUAGE	62	4.18	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.48
	62	4.66	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	61	5.25	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
MATHEMATICS	59	3.93	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.68
	59	4.61	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	59	5.32	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SCIENCE	37	4.05	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.25
	37	4.30	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	37	4.76	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL STUDIES	40	4.13	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.27
	40	4.40	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	40	4.93	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
CREATIVE ARTS	59	4.47	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.65
	59	5.12	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	59	5.49	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SELF CONCEPT	62	4.45	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.74
	62	5.19	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	61	5.74	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL DEVELOPMENT	62	4.94	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.32
	62	5.26	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	61	5.70	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
SOCIAL DEVELOPMENT	62	4.47	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.53
	62	5.00	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	61	5.66	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
EMOTIONAL DEVELOPMENT	62	4.50	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.56
	62	5.06	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	62	5.61	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
GENERAL HEALTH	62	4.87	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.36
	62	5.23	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	62	5.63	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
PHYSICAL ED. SKILLS	62	4.92	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.56
	62	5.48	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	61	5.89	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	
OCCUPATIONAL SKILLS	41	4.85	EEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEEE	.59
	41	5.44	LLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLLL	
	41	5.63	PPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPPP	

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EEE = ENTERING
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8-31-73

WAYNE

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	Bar	MEAN GAIN BY OBJECTIVE
READING ABILITY	32	3.81	E	.69
	32	4.50	L	
	31	4.84	P	
ORAL LANGUAGE	32	4.16	E	.59
	32	4.75	L	
	32	4.91	P	
MATHEMATICS	32	4.00	E	.72
	32	4.72	L	
	32	4.94	P	
SCIENCE	32	4.06	E	.69
	32	4.75	L	
	32	4.91	P	
SOCIAL STUDIES	32	4.06	E	.72
	32	4.78	L	
	33	4.94	P	
CREATIVE ARTS	98	5.47	E	.30
	98	5.77	L	
	97	5.90	P	
SELF CONCEPT	96	5.25	E	.51
	96	5.76	L	
	94	5.85	P	
PHYSICAL DEVELOPMENT	91	5.92	E	.08
	91	6.00	L	
	88	6.03	P	
SOCIAL DEVELOPMENT	98	5.72	E	.13
	98	5.85	L	
	96	5.93	P	
EMOTIONAL DEVELOPMENT	97	5.67	E	.19
	97	5.86	L	
	94	5.95	P	
GENERAL HEALTH	98	5.90	E	.05
	97	5.95	L	
	90	5.99	P	
PHYSICAL ED. SKILLS	94	5.84	E	.12
	94	5.96	L	
	94	5.97	P	
OCCUPATIONAL SKILLS	70	6.00	E	.09
	68	6.09	L	
	68	6.13	P	
OTHER	19	7.05	E	.00
	19	7.05	L	
	19	7.05	P	

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EEE = ENTERING
LLL = LEAVING
PPP = POTENTIAL

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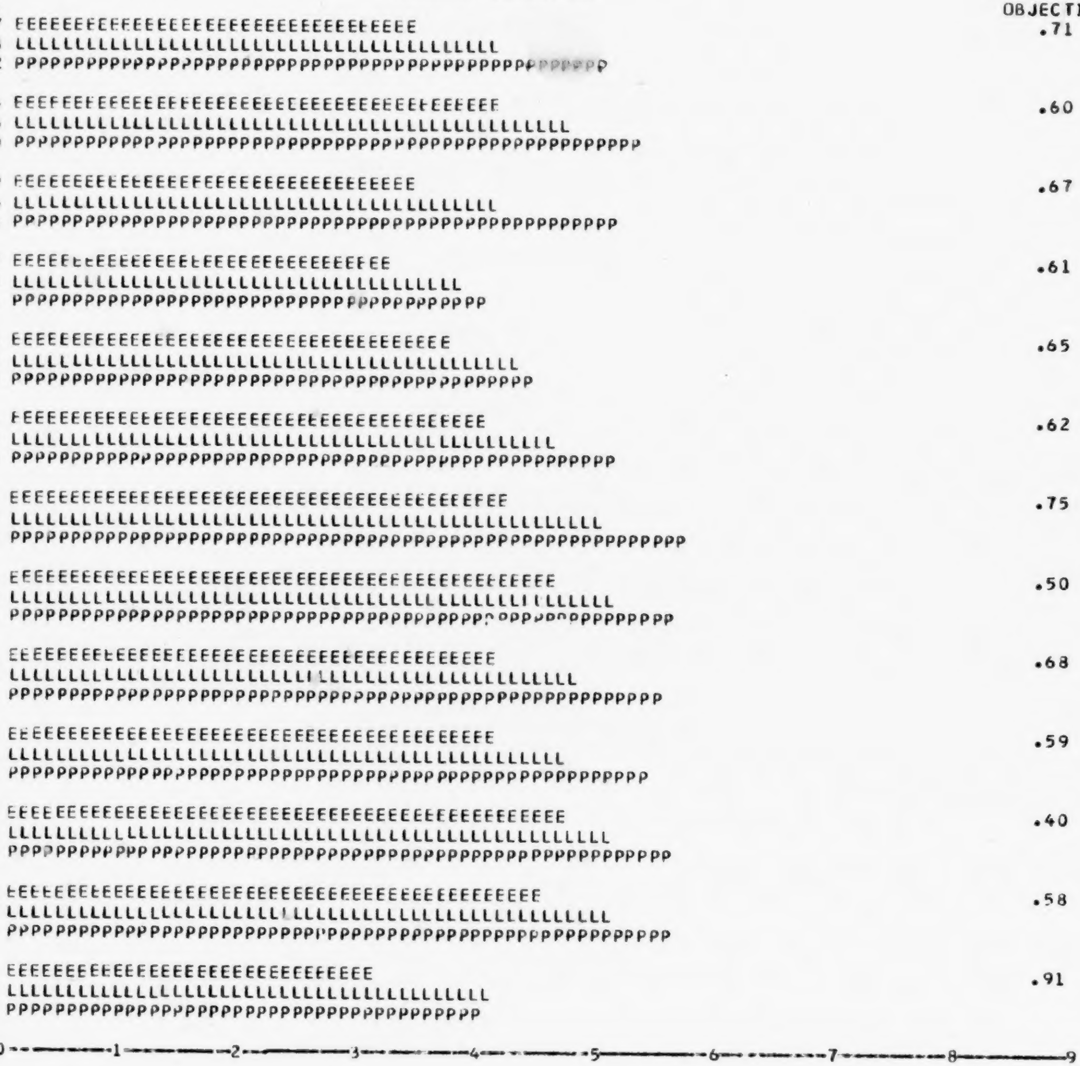
WILSON

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	89	3.37	.71
	89	4.08	
	89	5.02	
ORAL LANGUAGE	89	4.06	.60
	89	4.66	
	89	5.30	
MATHEMATICS	89	3.39	.67
	89	4.06	
	88	5.06	
SCIENCE	24	3.17	.61
	23	3.78	
	23	3.96	
SOCIAL STUDIES	23	3.65	.65
	23	4.30	
	23	4.39	
CREATIVE ARTS	78	3.96	.62
	78	4.58	
	78	5.10	
SELF CONCEPT	89	4.24	.75
	89	4.99	
	89	5.69	
PHYSICAL DEVELOPMENT	89	4.63	.50
	89	5.13	
	89	5.58	
SOCIAL DEVELOPMENT	89	4.11	.68
	89	4.79	
	89	5.46	
EMOTIONAL DEVELOPMENT	89	4.13	.59
	89	4.72	
	89	5.42	
GENERAL HEALTH	89	4.72	.40
	89	5.12	
	89	5.56	
PHYSICAL ED. SKILLS	77	4.51	.58
	77	5.09	
	77	5.64	
OCCUPATIONAL SKILLS	22	3.14	.91
	22	4.05	
	21	4.00	



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8-31-73

STATE TOTALS - STUDENT GROWTH SHEETS

MEAN BY OBJECTIVE

OBJECTIVE	NO. OF STUDENTS	MEAN AVG.	MEAN GAIN BY OBJECTIVE
READING ABILITY	1878	3.55	.79
	1857	4.34	
	1828	5.26	
ORAL LANGUAGE	2141	3.77	.79
	2128	4.56	
	2092	5.38	
MATHEMATICS	1539	3.57	.72
	1521	4.29	
	1484	5.16	
SCIENCE	749	3.36	.56
	730	3.92	
	707	4.82	
SOCIAL STUDIES	861	3.38	.61
	847	3.99	
	839	4.86	
CREATIVE ARTS	1879	3.83	.80
	1864	4.63	
	1821	5.43	
SELF CONCEPT	2369	4.15	.84
	2350	4.99	
	2284	5.72	
PHYSICAL DEVELOPMENT	2390	4.62	.59
	2374	5.21	
	2291	5.83	
SOCIAL DEVELOPMENT	2384	4.23	.72
	2365	4.95	
	2300	5.64	
EMOTIONAL DEVELOPMENT	2340	4.22	.72
	2314	4.94	
	2261	5.63	
GENERAL HEALTH	2293	4.82	.48
	2268	5.30	
	2211	5.86	
PHYSICAL ED. SKILLS	2068	4.54	.76
	2045	5.30	
	2006	6.05	
OCCUPATIONAL SKILLS	1077	4.33	1.00
	1066	5.33	
	1050	6.24	
OTHER	190	4.39	.68
	179	5.07	
	172	6.35	

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